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ABSTRACT

In 1988, the New Jersey Legislature passed legislation that moved the High School Proficiency Test (HSPT) from ninth to eleventh grade. This test of basic skills in reading, mathematics, and writing will be a graduation requirement for all students in New Jersey who enter high school on or after September 1, 1991. In October 1994 the test was administered to all eleventh graders and to twelfth graders who had not yet passed one or more of its sections. This booklet is designed to help school personnel review, interpret, use, and communicate test results. Data in the reports can also help students who did not pass all sections of the HSPT. The booklet is divided into the following parts: (1) an overview and introduction; (2) interpreting test results and scoring; (3) using the score reports, with examples; (4) using the test information in assisting students who did not pass all sections; and (5) communicating the score information to others. Appendices include a copy of the state Administrative Code relating to statewide assessment, and a glossary of testing terms. (Contains 2 tables and 11 figures.) (SLD)

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October 1994 Grade 11 High School Proficiency Test (HSPT11)

Cycle I School and District Guidelines
How to Interpret and Use HSPT11 Reports

January 1995

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OCTOBER 1994
GRADE 11 HIGH SCHOOL PROFICIENCY TEST (HSPT11)

CYCLE I SCHOOL AND DISTRICT GUIDELINES: HOW TO INTERPRET AND USE HSPT11 REPORTS

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TABLE OF CONTENTS

PART 1: OVERVIEW 1
- Introduction 1
- How to Use This Booklet 2
- Reporting Process Outline 3

PART 2: INTERPRETING HSPT11 TEST RESULTS 5
- Determining the Passing Score on the HSPT11 5
- Description of the HSPT11 Scale Score 6
- Other Test Information 6
- Procedures for Requesting Record Changes 7

PART 3: USING HSPT11 SCORE REPORTS 11
- Student Sticker 11
- Individual Student Report (ISR) 13
- All Sections Roster 17
- Student Roster - Reading 19
- Student Roster - Mathematics 21
- Student Roster - Writing 23
- School Student Roster Summary and District Student Roster Summary 25

PART 4: USING TEST INFORMATION 29
- Identification for Remediation 29
- Developing Individual Student Instructional Plans (ISIPs) 29
- Developing the Graue 11 Special Review Assessment (SRA11) 30

PART 5: COMMUNICATING TEST INFORMATION 35
- With the Student 35
- With the Parent/Guardian 35
- To the District 37
- To the Media 37

APPENDIX A NEW JERSEY ADMINISTRATIVE CODE - TITLE 6: EDUCATION 38

APPENDIX B GLOSSARY 43

WHOM TO CALL FOR ASSISTANCE

As you review these guidelines along with the various reports received as part of the New Jersey Statewide Testing System, you may want to know more about the interpretation process. If you do, call Dr. Calla Smorodin, HSPT11 Project Manager, at (609) 292-8736.

PART 1: OVERVIEW

INTRODUCTION

In 1988, the New Jersey Legislature passed a law that moved the High School Proficiency Test (HSPT) from the ninth grade to the eleventh grade. The Grade 11 High School Proficiency Test (HSPT11) is a rigorous test of basic skills in reading, mathematics, and writing. The HSPT11 will serve as a graduation requirement for all public school students in New Jersey who enter ninth grade or adult high school on or after September 1, 1991. Three years of "due-notice" testing allowed school districts time to modify curriculum and prepare students for the graduation test. The HSPT11 was first administered as a graduation requirement in October 1993 to all Grade 11 students except exempt limited English proficient students and special education students whose individual education plan, as determined by a child study team, exempts them from this requirement.

The HSPT11 consists of three sections: Reading, Mathematics, and Writing. The fall 1994 administration was conducted during the mornings of October 18-20, 1994, with each section administered on a separate day. Make-up testing occurred October 25-27, 1994. The total time allotted for actual test administration over the three days was approximately 7 1/2 hours, with 146 minutes for the Reading Section, 156 minutes for the Mathematics Section, 60 minutes for the writing task part of the Writing Section, and 75 minutes for the multiple-choice part of the Writing Section.

The October 1994 HSPT11 was administered to all eleventh-grade students. Also, twelfth-grade students who have not passed one or more sections of the test were included. Only retained tenth-grade students who expect to graduate in June 1996, eleventh-grade students, twelfth-grade students, and adult high school students participated in this test administration.

The purpose of this booklet is to help you review, interpret, use, and communicate test information from the October 1994 administration of the HSPT11. These guidelines contain sections about interpreting, using, and communicating test information, and samples and descriptions of individual and group reports that comprise the Cycle I reports.

To help school personnel identify the needs of each tested student, a variety of reports has been produced and distributed. The data contained in these reports can help identify the areas of remediation needed for students who did not pass all sections of the HSPT11.

Table 1: Cycle I Reports
January 1995

For the District
School Student Roster Summary: Reading (1)*
School Student Roster Summary: Mathematics (1)
School Student Roster Summary: Writing (1)
District Student Roster Summary: Reading (1)
District Student Roster Summary: Mathematics (1)
District Student Roster Summary: Writing (1)
All Sections Roster (1)

For the School
Student Sticker (1)
School Student Roster Summary: Reading (2)
School Student Roster Summary: Mathematics (2)
School Student Roster Summary: Writing (2)
All Sections Roster (2)
School Student Roster: Reading (2)
School Student Roster: Mathematics (2)
School Student Roster: Writing (2)
Individual Student Report (2)

*Numbers in parentheses indicate the number of copies the district/school will receive.

All HSPT11 reports are printed on white paper with the exception of student roster and summary reports for retained Grade 10 students which are printed on buff-colored paper, and student roster and summary reports for Grade 12 students which are printed on pink-colored paper.

How to Use This Booklet

This booklet provides a broad range of detailed information about test results of the October 1994 administration of the HSPT11. It is organized as a source for teachers and administrators who need to discuss the score reports with others. Information contained in this booklet is outlined as follows:

Part 1: Overview and Introduction.

Part 2: Interpreting HSPT11 Test Results. This part includes discussions of the HSPT11 scale score, the standard setting process for determining the passing score, information about scoring the test, and procedures for requesting corrections to students' score records.

Part 3: Using HSPT11 Score Reports. This part provides examples of each report and describes the meaning of the data.

Part 4: Using Test Information. This part provides information about assisting students who score below the passing score of 300 on one or more sections of the test and must be provided remedial instruction.

Part 5: Communicating HSPT11 Score Information. This part provides information about meeting state requirements for releasing test information in a timely and proper manner.

Appendix A provides a copy of the New Jersey Administrative Code as it relates to statewide assessment.

Appendix B is a glossary of important terms that are used in this booklet and on the score reports.

For information about the skills tested on the HSPT11, see the following documents published by the New Jersey State Department of Education:

Cycle II School and District Guidelines: How to Interpret and Use HSPT11 School and District Reports, August 1994.

Cycle II The Registered Holistic Scoring Method: A Writing Handbook, August 1994.

Report of the Reading Committee: Identification of the 8th-grade Skills in Reading and Test Specifications and Sample Items for the 11th-grade High School Proficiency Test and the 8th-grade Early Warning Test, May 1990.

Report of the Mathematics Committee: Identification of the 8th-grade Skills in Mathematics and Test Specifications and Sample Items for the 11th-grade High School Proficiency Test and the 8th-grade Early Warning Test, May 1990.

Report of the Writing Committee: Identification of the 8th-grade Skills in Writing and Test Specifications and Sample Items for the 11th-grade High School Proficiency Test and the 8th-grade Early Warning Test, May 1990.

Report of the Eleventh-Grade High School Proficiency Test Reading Skills Development Committee, June 1989.

Report of the Eleventh-Grade High School Proficiency Test Mathematics Skills Development Committee, June 1989.

Report of the Eleventh-Grade High School Proficiency Test Writing Skills Development Committee, June 1989.

Reporting Process Outline

To help you understand the HSPT11 reporting process, Table 2 summarizes critical events for the recipients of Cycle I score reports: the district test coordinator, the school principal, the teacher, the student, and the parent/guardian. Districts may have to modify the assignment of these tasks because of staffing or organizational characteristics.

Table 2: Suggested Reporting Process for Cycle I Reports		
District	School	Teacher
• Receives reports • Delivers reports to schools: Stickers ISRs* School Student Rosters All Sections Roster School Student Roster Summaries	• Receives reports • Delivers ISRs* to teacher(s)	• Receives ISRs*
• Retains and reviews: All Sections Roster School Student Roster Summaries District Student Roster Summaries	• Retains and reviews: ISRs* School Student Rosters All Sections Roster School Student Roster Summaries	
	• Submits any requests for ISR* changes to district	• Prepares student ISIPs** • Begins the student's SRA***
• Reviews change requests • Requests ISR* changes using record change request forms	• Prepares parent letters	• Meets with students • Sends home: ISR* parent letter
	• Reviews student ISIPs**	
	• Files ISRs* • Attaches stickers to Cumulative Folders	
• Prepares public report		
• Releases information to the public		

* Individual Student Report
** Individual Student Instructional Plan
*** Special Review Assessment

PART 2: INTERPRETING HSPT11 TEST RESULTS

Understanding the testing process includes having knowledge of the test content, the testing procedures, the meaning of test results, and the ways those results can be used. This section focuses on the meaning of the HSPT11 test results and the cautions that should be taken in interpreting them. For a more detailed discussion of the measurement aspects of the HSPT11, see the HSPT11 Technical Report that will be available in January 1996.

DETERMINING THE PASSING SCORE ON THE HSPT11

A standard-setting study was conducted December 15-17, 1993, to describe and delineate the level of performance that is indicative of eleventh-grade minimal mastery performance and to establish a score which differentiates minimal mastery performance from non-mastery performance in each subject. Results from this study were used to formulate recommendations to the Commissioner of Education and the New Jersey State Board of Education for the adoption of the passing score for the HSPT11.

Participants in the standard-setting study were chosen for their qualifications as judges of student performance. Secondary school educators who served as judges were selected for their content knowledge, teaching experience, and/or understanding of student performance. Judges from the community included representatives from business, higher education, parent organizations, and students.

During the standard-setting sessions, judges were asked to conduct an item-by-item examination of the October 1993 HSPT11 test sections (reading, mathematics, or writing). For the multiple-choice items, the modified Angoff approach for standard-setting was used. Each judge examined test data from the October 1993 administration to make determinations about acceptable minimum levels of proficiency for each item. For the open-ended items, judges decided which of a group of exemplar responses would pass or fail. Based on the actual ratings given to these items, judgments were made about the passing standards. Each judge's selections were then tallied, and the multiple-choice and open-ended data were combined to arrive at an overall test score that would be indicative of minimal mastery performance. Working within both small groups and larger groups, the judges examined their individual recommended score standards and the group score standard, and continued with a process of discussion and score selection for the remainder of the standard-setting study until a satisfactory recommended score standard had been achieved for each subject area.

Standard-setting processes such as this one have been used in large-scale assessments since the inception of standardized testing. The Angoff method is routinely used for various state assessment programs, as well as for nationally known assessment projects such as the National Assessment of Educational Progress.

Through statistical equating, the Fall 1994 HSPT11 is linked to the Fall 1993 HSPT11 to assure that levels of difficulty are comparable. Equating is a statistical procedure that converts test scores from one test form to the scores for another test form so equivalent scores are produced for the two test forms. The HSPT11 employs a common-item equating design. This design utilizes information derived from a set of common items which appear on test forms to be equated. These items are used to gauge the ability of the two groups of students taking the tests. Once the performance of the two groups on the common items is calculated, equating methodology is used to place raw scores from the new test form on the HSPT11 score scale.

All subsequent tests will be linked through equating to assure that the HSPT11 levels of difficulty will not change from one test administration to another. This allows test results to be compared from year to year because they represent equal levels of achievement based upon the first HSPT11 administration in Fall 1993.

Description of the HSPT11 Scale Score

The Total HSPT Reading, Mathematics, and Writing scores are reported as scale scores with a range from 100 to 500. The passing score is 300. To meet the state's graduation testing requirement for a high school diploma, a student must score at or above the passing score for each of the three sections of the HSPT11.

Other Test Information

In addition to the Total HSPT scores in Reading, Mathematics, and Writing, the various score reports contain the following test information:

Possible Points and Points Received: Possible points are calculated by assigning each multiple-choice item 1 point and each open-ended item 3 points. In mathematics, the grid-response items are included with the multiple-choice points. Points received represent the student's raw score. In Reading and Mathematics, the points received are calculated by adding together the number of multiple-choice items answered correctly and the total points received for open-ended items. In Writing, points received are reported separately for the Revising/Editing sub-clusters (multiple-choice items) and the writing task.

Possible points and points received are provided for the clusters on the Reading and Mathematics Sections as well as for the Revising/Editing sub-clusters and the writing task on the Writing Section.

Open-Ended Points: For each open-ended item in the Reading and Mathematics Sections, the number of open-ended points received is based on rater evaluation. This score can range from 0 to 3. For each item, the number of points received is the average of the number of points given by two raters. If the two raters disagreed by more than one point, a third rater (the chief reader) evaluated the response and assigned points to resolve the disagreements.

The points received for open-ended items are determined by professional evaluators who participate in intensive training and pass rigorous validation testing to ensure they can apply the scoring rubrics objectively and consistently. Each open-ended item has its own unique scoring rubric that explains each level (0, 1, 2, 3) of response. Raters are evaluated each day of the scoring period to identify any need for additional training.

For an explanation and discussion of scoring rubrics used to evaluate open-ended items on the Reading and Mathematics Sections, see the following documents published by the New Jersey State Department of Education:

Guide to Open-Ended Scoring Procedures for Reading, April 1993.

Guide to Open-Ended Scoring Procedures for Mathematics, April 1993.

Writing Task Points: The writing task part of the Writing Section is rated by professional readers using a rating scale that ranges from 1 (inadequate command of written language) to 6

(superior command of written language). The number of points students can receive for the writing task ranges from 2 to 12.

Each essay was rated by two separate readers. If the number of points given by both readers was the same or within one point, the ratings were added together and the student received the total number of points from the two readers. If two readers disagreed by more than one point, a third reader (the chief reader) rated the essay and assigned points. In this case the student received two-thirds the sum of all three ratings, rounded up to the next integer.

Writing tasks can receive a letter code in place of points. This indicates that the response was unscorable. The letter codes are NR (No Response), FR (Fragment), OT (Off Topic), or NE (Not English). Only the chief reader or team leaders may assign a nonscorable code.

Readers participate in intensive training and pass rigorous validation and qualification testing to ensure they can apply the scoring rubric objectively and consistently. Students' written responses to the writing task are evaluated with the Registered Holistic Scoring Method. Readers are evaluated each day of the scoring period to identify any need for additional training. For more information on the Registered Holistic Scoring Method, see *Cycle II The Registered Scoring Method: A Writer's Handbook*, October 1993 (published by the New Jersey State Department of Education).

The Total HSPT Writing Score is formed by combining the points received for Revising/Editing (multiple-choice) with the points received for the writing task in such a way as to weight the essay performance 60 percent and the Revising/Editing performance 40 percent.

Passing Mean: This number represents the mean number of points received for clusters and item formats by students whose raw score is at the passing HSPT score of 300 and one raw score above. Its purpose is to help educators and parents understand how students are performing on each cluster in relation to students who scored at or one point above the passing score. Districts can use this information to determine students' weaknesses and strengths by cluster. By providing this information for item formats, districts can determine whether students are having difficulty with multiple-choice and/or open-ended item formats.

Procedures for Requesting Record Changes

Every effort must be made to ensure the accuracy of the information recorded on each student's answer folder. Providing careful instructions at the time the answer folders are completed and checking them afterwards will help to accomplish this.. Occasionally, however, some errors may get by, and the errors may affect the students' and district's score reports.

Types of Errors on Score Reports

Some errors are inconsequential and can be overlooked, but some are not. The district should review each student's score record to verify the accuracy of the information each contains. If errors are found, the district must determine whether the errors need to be corrected.

Some HSPT11 information is critical and should be corrected. For example, information from the special education, limited English-proficient, and void fields of the student's answer folder will affect the scoring and reporting for the individual and the district. Errors in information provided on a student's answer folder in these fields could result in that student not receiving scores earned.

Requesting Changes (Corrections) to Students' Score Records

When a district receives its Individual Student Reports (ISRs), they should be checked for accuracy and completeness. If scores are missing or incomplete, the district should submit a record change request form to:

Dr. Calla Smorodin, HSPT11 Project Manager
New Jersey Department of Education
Office of Assessment
CN500
Trenton, NJ 08625-0500

Change requests will be processed in two batches. Requests that are received by February 3, 1995, and focus on

- rescoring students' answer folders,
- scoring a test section that has been voided,
- revising the special education information on a student's record
- revising the limited English-proficient information on a student's record, and
- changing grade-level information on a student's record

will be processed in the first batch. Revised ISRs and student stickers for approved record change requests in the first batch will arrive in the districts by February 24, 1995.

Requests that are received by June 19, 1995, and focus on

- correcting the spelling of a student's name,
- correcting an error in a student's birth date, and
- other revisions that do not impact on the students' scores or school and district summary reports

will be processed in the second batch along with any requests received after February 3, 1995. Revised ISRs and student stickers for approved record changes in the second batch will arrive in the districts by July 14, 1995. .

ANY RECORD CHANGE REQUESTS THAT ARE RECEIVED AFTER JUNE 19, 1995 WILL NOT BE PROCESSED.

All record change requests must be made on the appropriate form (see next page). When filling out the form, keep in mind the following:

- The error should be identified AND the solution should be stated.
- When requesting that a student be identified as SE (special education), you must also include the letter code for the student's handicapping conditions. See Appendix B for a complete list of letter codes.
- When requesting that a student be identified as IEP exempt, you must indicate the subject area(s) that are exempt.

OCTOBER 1994 GRADE 11 HIGH SCHOOL PROFICIENCY TEST
(HSPT11)
RECORD CHANGE REQUEST FORM

County Name _____ County Code _____

District Name _____ District Code _____

School Name _____ School Code _____

District Contact Person _____ Phone _____

Signature _____ Date _____

Answer Folder Number (found on ISR)	Student Name (as spelled on ISR)	Grade	Date of Birth	Sex	State the problem and how it should be corrected.

OCTOBER 1994 GRADE 11 HIGH SCHOOL PROFICIENCY TEST

SCHEDULE FOR RECORD CHANGE REQUESTS

ACTIVITY	DATE
Reports delivered to districts	By January 6, 1995
Last day for districts to deliver record change requests to DOE and have these requests processed in the first batch, if all required information has been provided correctly and DOE approves	February 3, 1995
Last day for DOE to transmit record change requests to NCS	February 8, 1995
Last day for DOE to deliver approved record change requests with information correctly provided to NCS and have these requests processed in the first batch	February 15, 1995
First batch of revised ISRs and student stickers for approved record changes shipped to districts	February 21, 1995
Revised reports arrive in districts	February 24, 1995
Last day for districts to deliver record change requests to DOE and have these requests processed in the final batch, if all required information has been provided correctly and DOE approves	June 19, 1995
Last day for DOE to transmit record change requests to NCS	June 21, 1995
Last day for DOE to deliver approved record change requests with information correctly provided to NCS and have these requests processed in the final batch	June 29, 1995
Final batch of revised ISRs and student stickers for approved record changes shipped to districts	July 7, 1995
Revised reports arrive in districts	July 14, 1995

PART 3: USING HSPT11 SCORE REPORTS

Test results are most useful when they are reported in a way that allows educators to focus on pertinent information. Reporting forms designed to meet this need extend the effectiveness of a testing program by making it easier to use test results for educational planning.

For the HSPT11, a number of reports are available. Figures 1 through 9 show examples of the individual student reports and student rosters, slightly reduced in size. All names and data are fictional. The individual student reports provide data that may be used to help identify student strengths and needs. The student rosters and school and district summaries help identify program strengths and needs.

STUDENT STICKER

General Information: The Student Sticker (Figure 1) is produced alphabetically by grade within the school. One sticker for each student tested is provided to the school. It is a peel-off label approximately 5 inches by 2 inches and is designed to be easily attached to the student's permanent record.

Identification Information: Student Name, Student ID Number (if coded on the answer folder), Date of Birth (DOB), Sex, and Grade are reported, along with the county, district, and school codes and names.

A through M (See Glossary in Appendix B) is indicated after SE if a student was coded as a special education student.

The first letter of a content area (R, M, and/or W) is indicated after IEP Exempt if a student was coded as exempt from any of the three content areas (Reading, Mathematics, or Writing) because of an Individualized Education Program (IEP).

Y (for yes) is indicated after LE if a student was coded as limited English proficient.

The first letter of a content area (R, M, and/or W) is indicated after CH-1 if a student was coded as receiving Chapter 1 services in any of the three content areas.

Test Results Information: A designation of pass/not pass is printed next to the Total HSPT Reading, Mathematics, and Writing Scores. Also printed are the number of points received for Writing multiple-choice and the writing task. Voids, where applicable, are noted. For students who were retested on one or more sections, the words NOT SCORED will appear in place of pass/not pass for the sections on which they were <u>not</u> retested.

Figure 1
Student Sticker

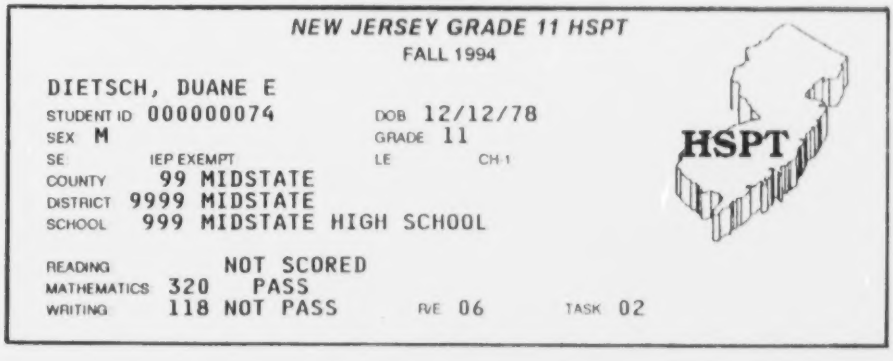
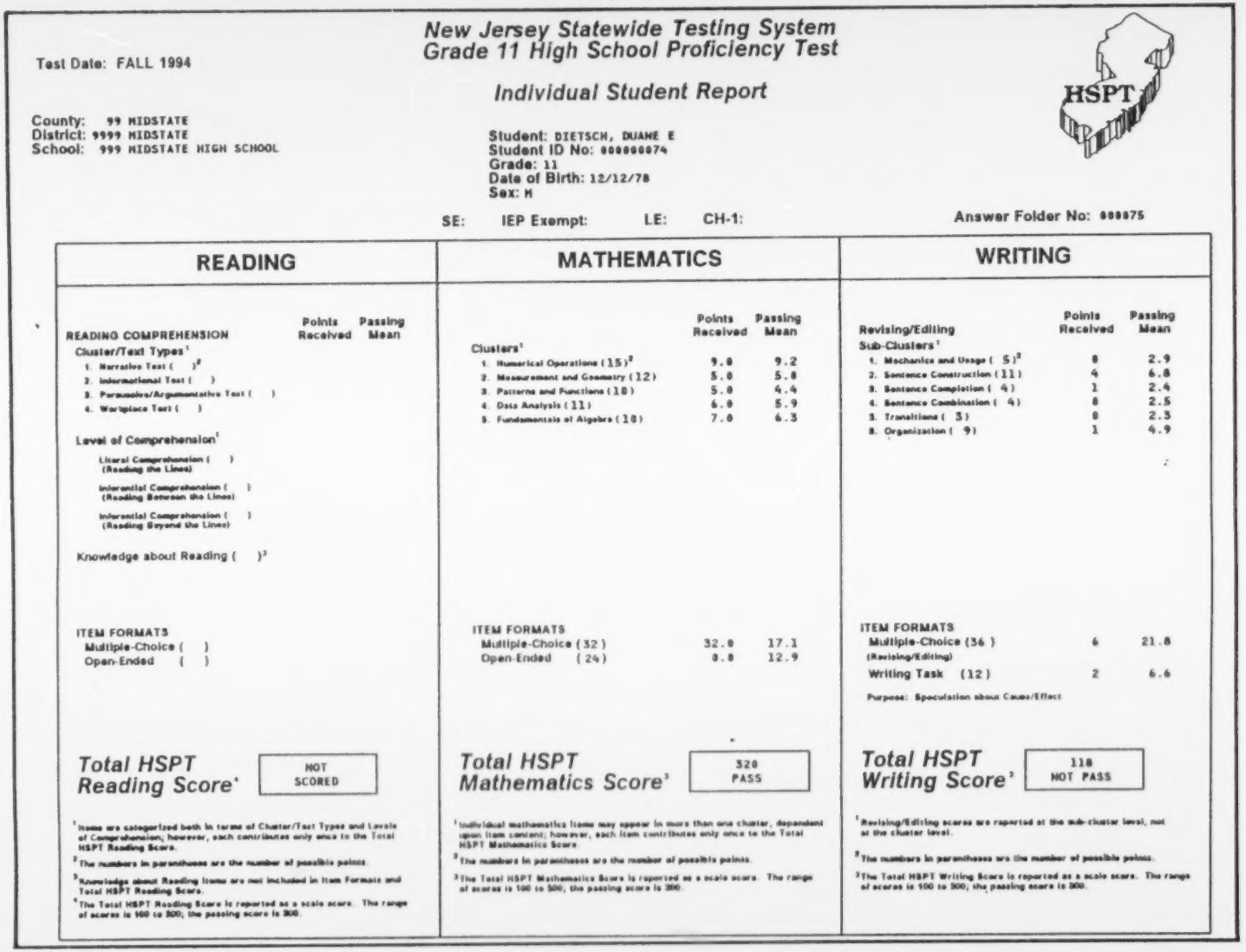


Figure 2
Individual Student Report (ISR)
Front



New Jersey Statewide Testing System
Grade 11 High School Proficiency Test

Individual Student Report

HSPT

Test Date: FALL 1994

County: 99 MIDSTATE
District: 9999 MIDSTATE
School: 999 MIDSTATE HIGH SCHOOL

Student: DIETSCH, DUANE E
Student ID No: 000000074
Grade: 11
Date of Birth: 12/12/78
Sex: M

SE: IEP Exempt: LE: CH-1:

Answer Folder No: 000075

READING

READING COMPREHENSION	Points Received	Passing Mean
Cluster/Text Types[1]		
1. Narrative Text ( )[2]		
2. Informational Text ( )		
3. Persuasive/Argumentative Text ( )		
4. Workplace Text ( )		
Level of Comprehension[1]		
Literal Comprehension ( ) (Reading the Lines)		
Inferential Comprehension ( ) (Reading Between the Lines)		
Inferential Comprehension ( ) (Reading Beyond the Lines)		
Knowledge about Reading ( )[3]		
ITEM FORMATS		
Multiple-Choice ( )		
Open-Ended ( )		

Total HSPT Reading Score[4]: NOT SCORED

[1] Items are categorized both in terms of Cluster/Text Types and Levels of Comprehension; however, each contributes only once to the Total HSPT Reading Score.

[2] The numbers in parentheses are the number of possible points.

[3] Knowledge about Reading items are not included in Item Formats and Total HSPT Reading Score.

[4] The Total HSPT Reading Score is reported as a scale score. The range of scores is 100 to 300; the passing score is 200.

MATHEMATICS

Clusters[1]	Points Received	Passing Mean
1. Numerical Operations (15)[2]	9.0	9.2
2. Measurement and Geometry (12)	5.0	5.0
3. Patterns and Functions (10)	5.0	4.4
4. Data Analysis (11)	6.0	5.9
5. Fundamentals of Algebra (10)	7.0	6.3
ITEM FORMATS		
Multiple-Choice (32)	32.0	17.1
Open-Ended (24)	8.0	12.9

Total HSPT Mathematics Score[3]: 320 PASS

[1] Individual mathematics items may appear in more than one cluster, dependent upon item content; however, each item contributes only once to the Total HSPT Mathematics Score.

[2] The numbers in parentheses are the number of possible points.

[3] The Total HSPT Mathematics Score is reported as a scale score. The range of scores is 100 to 500; the passing score is 250.

WRITING

Revising/Editing Sub-Clusters[1]	Points Received	Passing Mean
1. Mechanics and Usage (5)[2]	0	2.9
2. Sentence Construction (11)	4	6.8
3. Sentence Completion (4)	1	2.4
4. Sentence Combination (4)	0	2.5
5. Transitions (3)	0	2.3
6. Organization (9)	1	4.9
ITEM FORMATS		
Multiple-Choice (36) (Revising/Editing)	6	21.8
Writing Task (12)	2	6.6
Purpose: Speculation about Cause/Effect		

Total HSPT Writing Score[3]: 118 NOT PASS

[1] Revising/Editing scores are reported at the sub-cluster level, not at the cluster level.

[2] The numbers in parentheses are the number of possible points.

[3] The Total HSPT Writing Score is reported as a scale score. The range of scores is 100 to 300; the passing score is 200.

NOTE: The scores in this report are for illustrative purposes only. For example, the passing means and the raw score to scale score conversions are not necessarily the same as those that will be listed in the actual October 1994 reports.

BEST COPY AVAILABLE

INDIVIDUAL STUDENT REPORT (ISR)

General Information: The Individual Student Report (ISR), shown in sample format as Figure 2, is produced in alphabetical sequence within the school by grade. Two copies of this report are produced for every student tested, one for the student's permanent folder after the results are analyzed and the other to be shared with the student's parent/guardian in a manner to be determined by the local district.

There are three columns across the report, each one presenting results in a vertical format for each test section: Reading, Mathematics, and Writing.

Identification Information: Student Name, Student ID number (if coded on the answer folder), Grade, Date of Birth, and Sex are reported, along with the codes and names of the county, district, and school. The date of testing and student's answer folder number are also provided.

A through M (See Glossary in Appendix B) is indicated after SE if a student was coded as a special education student.

The first letter of a content area (R, M, and/or W) is indicated after IEP Exempt if a student was coded as exempt from any of the three content areas (Reading, Mathematics, or Writing) because of an Individualized Education Program (IEP).

Y (for yes) is indicated after LE if a student was coded as limited English proficient.

The first letter of a content area (R, M, and/or W) is indicated after CH-1 if a student was coded as receiving Chapter 1 services for any of the three content areas.

Test Results Information: Total HSPT Scores in Reading, Mathematics, and Writing are provided, along with cluster data and item format data.

Cluster Data: Cluster data are provided to help identify students' strengths and weaknesses. The number of possible points for each cluster is shown in parentheses. In Reading and Mathematics, the "Points Received" column contains the number of points received for multiple-choice items added together with the number of points received for open-ended items. The number shown in the "Passing Mean" column is the mean number of points received for this cluster by students whose raw score is at the passing HSPT score of 300 and one raw score above. This number helps to understand how a student is doing in relation to students scoring at the passing standard.

Multiple-choice and open-ended reading items are categorized together both in terms of clusters (text types) and levels of comprehension; however, each item contributes only once to the Total HSPT Reading Score. The number of points received is also provided for the Knowledge About Reading questions; however, these questions do not contribute to the Total HSPT Score. Open-ended items, requiring a short written answer, were rated on a four-point scale (with 3 the highest and 0 the lowest).

Multiple-choice, grid-response, and open-ended mathematics items are categorized together by clusters. Individual mathematics items may appear in more than one cluster dependent upon item content; however, each item contributes only once to the Total HSPT Mathematics Score. For mathematics, as for reading, open-ended questions were rated on a four-point scale.

Figure 3
Individual Student Report (ISR)
Back

ABOUT THE GRADE 11 HIGH SCHOOL PROFICIENCY TEST

The Grade 11 High School Proficiency Test (HSPT11) measures student knowledge and skills in three subject areas: reading, mathematics, and writing. The HSPT11 was designed with the involvement of educators, business people, and parents to ensure that your child has acquired the types of skills and knowledge that will help prepare him or her for the future -- whether that includes college, employment, or the military.

The HSPT11 was administered over a three-day period. The Reading section required students to read passages and to answer questions about each passage. Test questions emphasized literal and inferential comprehension skills on four types of passages: narrative, informational, persuasive/argumentative, and workplace. Comprehension skills were measured on three levels: 1) Reading the Lines; 2) Reading Between the Lines; and 3) Reading Beyond the Lines. Most of the questions were multiple-choice; however, some questions required students to provide answers in their own words. These are referred to as "open-ended" questions and were scored by trained readers.

The Mathematics section included questions to test students' knowledge of numerical operations, measurement and geometry, patterns and functions, data analysis, and fundamentals of algebra. Most of the mathematics section consisted of multiple-choice questions; however, some required students to record their answers by filling in numbers on a grid. Also, as in reading, some questions were open-ended and were scored by trained readers.

The Writing section included a Revising/Editing part that required students to read passages and answer multiple-choice questions that measured mechanics and usage, sentence construction, sentence completion, sentence combination, transitions, and organization. Students were also required to write an essay on a topic that was provided.

HOW TO READ THIS REPORT

This report presents your child's Reading, Mathematics, and Writing scores on the New Jersey Grade 11 High School Proficiency Test (HSPT11). Students who entered ninth grade on or after September 1,1991 must pass all three sections of the HSPT11 (Reading, Mathematics, and Writing) as a graduation requirement.

This report is available only to parents, guardians, students, and authorized school officials. If you have any questions about this report, you should contact your child's guidance counselor or principal.

HSPT11 PASSING SCORES: The Total HSPT Reading, Mathematics, and Writing scores are reported as scale scores with a range from 100 to 500. The passing score is 300. To meet the state's graduation testing requirement for a high school diploma, a student must score at or above the passing score for each of the three sections of the HSPT11. If your child does not pass one or more sections of the HSPT11, he or she will be provided with remediation, tested again, and begin a Special Review Assessment. Students are not retested in sections they have already passed.

PERFORMANCE: In addition to indicating whether your child passed the three sections of the HSPT11, this report is designed to show your child's performance in the reading, mathematics, and writing clusters. By reviewing each column you can learn about your child's level of understanding of the specific clusters and his/her mastery of each test section.

CLUSTER INFORMATION: Cluster information is important for identifying a student's strengths and weaknesses. The number shown in the "Points Received" column is the sum of the points your child received on the multiple-choice and open-ended questions relating to each cluster.

The number shown in the "Passing Mean" column is the mean (average) number of points received for this cluster by students whose raw score is at the passing HSPT score of 300 and one raw score above. This number helps to understand how your child is performing in relation to the students scoring at the passing score.

READING: Multiple-choice and open-ended Reading questions are categorized together both in terms of cluster/text types and levels of comprehension; however, each question contributes only once to the Total HSPT Reading Score. The number of possible points for each cluster is shown in parentheses. The first column identifies the number of points your child received for each of these clusters. The second column indicates the mean (average) number of points received by students whose raw score is at the passing HSPT score of 300 and one raw score above. Also included are the number of points received for the Knowledge About Reading questions. These questions do not contribute to the Total HSPT Reading Score and are provided only to give information about your child's use of reading strategies.

MATHEMATICS: Multiple-choice, grid-response, and open-ended Mathematics questions are categorized together by cluster. Like Reading, the report shows the number of points your child received and the mean (average) number of points received by students whose raw score is at the passing HSPT score of 300 and one raw score above.

READING AND MATHEMATICS ITEM-FORMAT: Item format scores are reported for Reading and Mathematics. There are two types of item formats -- one that includes all of the multiple-choice questions and the other that includes all of the open-ended questions. The mathematics grid-response questions are included with the multiple-choice questions. Like the cluster scores, the number of points your child received and the mean (average) number of points for students at the passing HSPT score of 300 and one raw score above are shown for each of the item formats.

WRITING: The number of points your child received is shown for each of the Revising/Editing sub-clusters, along with the mean (average) number of points for students at the passing score and one raw score above. The sub-clusters contain only multiple-choice items; the total points received is reported next to "Multiple-Choice."

Points for the Writing Task part of the Writing Section are printed next to "Writing Task." Your child's paper was read by two readers trained to score essays using a process called the Registered Holistic Scoring Method. This method requires readers to examine the following characteristics of essays: organization of content, construction of sentences, use of the English language, and writing mechanics. Each essay is read by two readers, each of whom gives a rating ranging from 1 (the lowest) to 6 (the highest). The Writing Task points are the sum of the two readers' ratings of your child's essay and can range from 2 to 12. Low points indicate problems with written language, and high points indicate satisfactory performance. The Writing Task points receive greater emphasis than the multiple-choice points in calculating the Total HSPT Writing Score because the Writing Task measures the student's actual ability to communicate using overall writing skills.

For some students, a letter code, rather than a number appears for the Writing Task. These students' essays could not be scored for one of the following reasons:

NR - No Response: the essay paper was blank.
OT - Off Topic: the essay was not on the assigned topic.
FR - Fragment: the student wrote too little to allow a reliable judgment of his or her writing skill.
NE - Not English: the essay was written in a language other than English.

VOIDS: A student's answer folder may be voided (1) at the time of testing because of illness, disruptive behavior, cheating, or some other reason, or (2) at the time of scoring if he or she answered fewer than seven questions. The number of items correct for each cluster would be blank; and instead of a total score this report would list V1, V2, V3, V4, or V5. V1 means that section was voided due to illness, V2 for disruptive behavior or cheating, V3 for some other reason determined by the examiner, V4 because fewer than seven questions were answered for that section, and V5 for breach of security by a school or district.

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In Writing, the number of points received is shown for each of the Revising/Editing sub-clusters, along with the mean number of points received by students whose raw score is at the passing HSPT score of 300 and one raw score above.

Item Format Data: There are two types of item formats in Reading and Mathematics -- one that includes all the multiple-choice items and one that includes all the open-ended items. (The mathematics grid-response items are included with multiple-choice items.) In Writing, the sub-clusters contain only multiple-choice items; therefore the number reported for the multiple-choice item format represents the total points received for the Revising/Editing cluster, as well as the points received for this item format.

The number of points received for the writing task part of the Writing Section is printed next to "Writing Task." The number of points ranges from 2 to 12. Low points indicate problems with written language and high points indicate satisfactory performance. The number of points received and the mean number of points received by students at the passing HSPT score of 300 and one raw score above are shown for each of the item formats.

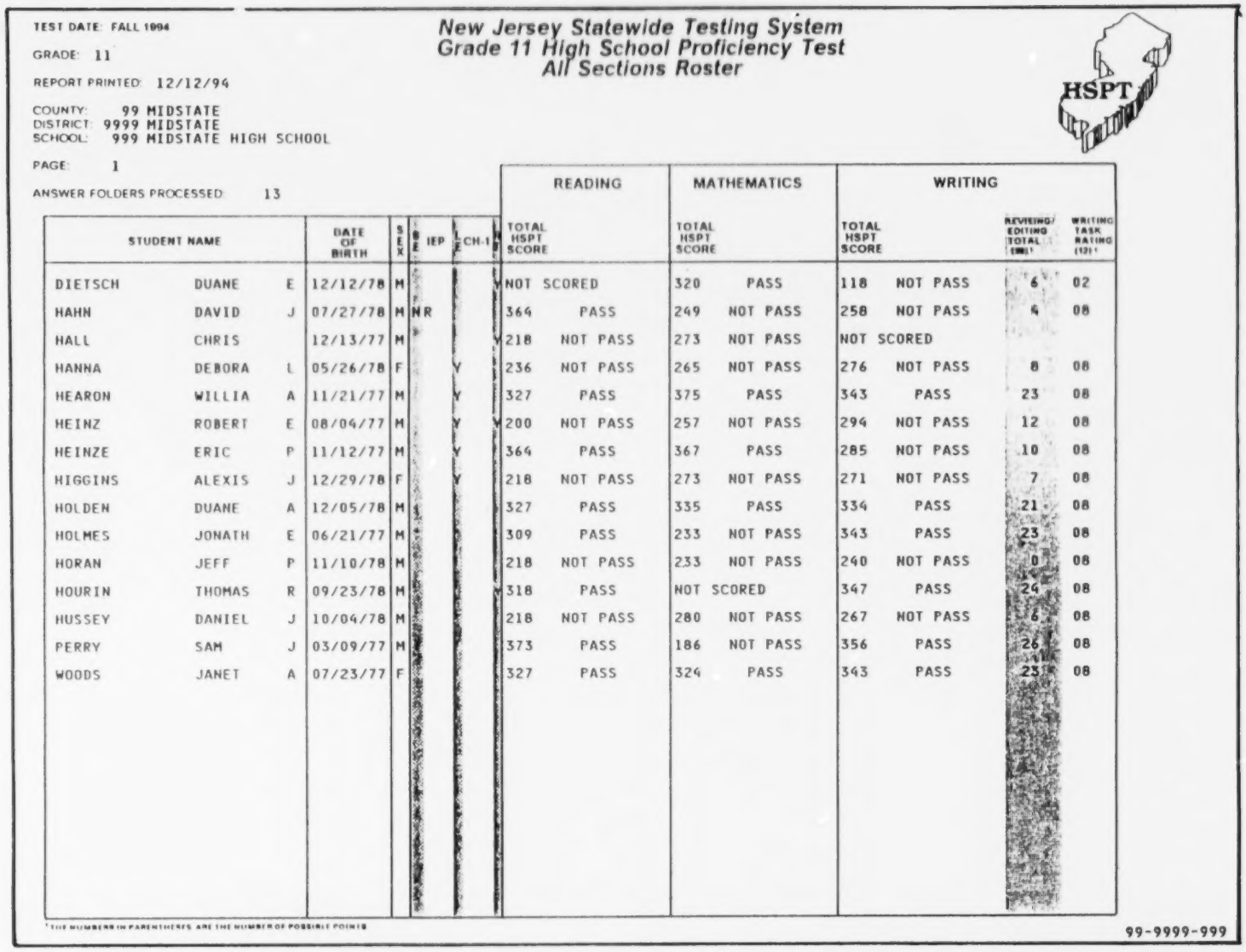
For some students, a letter code, rather than a number appears for the writing task. These students' essays could not be scored for one of the following reasons:

NR = No Response; the essay paper was blank.
OT = Off Topic; the essay was not on the assigned topic.
FR = Fragment; the student wrote too little to allow a reliable judgment of his or her writing skill.
NE = Not English; the essay was written in a language other than English.

Total HSPT Score: The Total HSPT Reading Score is a scale score based on a combination of correct multiple-choice items and the number of points received for open-ended items. The Total HSPT Mathematics Score is a scale score based on a combination of correct multiple-choice and grid-response items and the number of points received for open-ended responses. The Total HSPT Writing Score is a scale score based on a combination of correct multiple-choice items and the number of points received for the writing task. The writing task is weighted to account for 60 percent of the Total HSPT Writing Score. Total HSPT Scores for Reading, Mathematics, and Writing are reported as scale scores with a range of 100 to 500. The passing score is 300 for each section of the test. For students who were retested on one or more sections, the words NOT SCORED will appear instead of a Total HSPT score for those sections on which they were not retested.

A student's answer folder may be voided (1) at the time of testing because of illness, disruptive behavior or cheating, or some other reason, or (2) at the time of scoring, if he or she answered fewer than seven questions. The number of items correct for each cluster would be blank; and instead of a Total HSPT Score this report would list V1, V2, V3, V4, or V5. V1 means that section was voided due to illness, V2 for disruptive behavior or cheating, V3 for some other reason determined by the examiner, V4 because fewer than seven questions were answered for that section, and V5 for breach of security by a school or district.

Figure 4
All Sections Roster



TEST DATE: FALL 1994
GRADE: 11
REPORT PRINTED: 12/12/94
COUNTY: 99 MIDSTATE
DISTRICT: 9999 MIDSTATE
SCHOOL: 999 MIDSTATE HIGH SCHOOL
PAGE: 1
ANSWER FOLDERS PROCESSED: 13

New Jersey Statewide Testing System
Grade 11 High School Proficiency Test
All Sections Roster

HSPT

STUDENT NAME			DATE OF BIRTH	SEX	ETHNIC	IEP	LEP	CH-1	READING TOTAL HSPT SCORE	READING	MATHEMATICS TOTAL HSPT SCORE	MATHEMATICS	WRITING TOTAL HSPT SCORE	WRITING	REVISING/ EDITING TOTAL (36)*	WRITING TASK RATING (12)*
DIETSCH	DUANE	E	12/12/78	M				Y	NOT SCORED		320	PASS	118	NOT PASS	6	02
HAHN	DAVID	J	07/27/78	M		NR			364	PASS	249	NOT PASS	258	NOT PASS	4	08
HALL	CHRIS		12/13/77	M				Y	218	NOT PASS	273	NOT PASS	NOT SCORED			
HANNA	DEBORA	L	05/26/78	F			Y		236	NOT PASS	265	NOT PASS	276	NOT PASS	8	08
HEARON	WILLIA	A	11/21/77	M			Y		327	PASS	375	PASS	343	PASS	23	08
HEINZ	ROBERT	E	08/04/77	M			Y	Y	200	NOT PASS	257	NOT PASS	294	NOT PASS	12	08
HEINZE	ERIC	P	11/12/77	M			Y		364	PASS	367	PASS	285	NOT PASS	10	08
HIGGINS	ALEXIS	J	12/29/78	F			Y		218	NOT PASS	273	NOT PASS	271	NOT PASS	7	08
HOLDEN	DUANE	A	12/05/78	M					327	PASS	335	PASS	334	PASS	21	08
HOLMES	JONATH	E	06/21/77	M					309	PASS	233	NOT PASS	343	PASS	23	08
HORAN	JEFF	P	11/10/78	M					218	NOT PASS	233	NOT PASS	240	NOT PASS	0	08
HOURIN	THOMAS	R	09/23/78	M				Y	318	PASS	NOT SCORED		347	PASS	24	08
HUSSEY	DANIEL	J	10/04/78	M					218	NOT PASS	280	NOT PASS	267	NOT PASS	6	08
PERRY	SAM	J	03/09/77	M					373	PASS	186	NOT PASS	356	PASS	26	08
WOODS	JANET	A	07/23/77	F					327	PASS	324	PASS	343	PASS	23	08

*THE NUMBERS IN PARENTHESES ARE THE NUMBER OF POSSIBLE POINTS

99-9999-999

NOTE: The scores in this report are for illustrative purposes only. For example, the passing means and the raw score to scale score conversions are not necessarily the same as those that will be listed in the actual October 1994 reports.

ALL SECTIONS ROSTER

General Information: The All Sections Roster (Figure 4) provides a convenient method for reviewing students' complete test results. The report displays student names in alphabetical order (last name first). Users of this report will be able to quickly find out how a particular student performed in all three content areas: Reading, Mathematics, and Writing.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the testing date.

Student Identification Information: Next to each student's name is the following student identification information:

- Date of Birth;
- Sex indicated by M or F;
- A through M (see Glossary in Appendix B) in SE column if a student was coded as a special education student;
- The first letter of a content area (R, M, and/or W) in IEP Exempt column if a student was coded as exempt from any of the three content areas because of an Individualized Education Program (IEP);
- Y in LE column if a student was coded as limited English proficient;
- The first letter of a content area (R, M, and/or W) in CH-1 column if a student was coded as receiving Chapter 1 services for any of the three content areas.
- Y in RT column if the student was coded as retested.

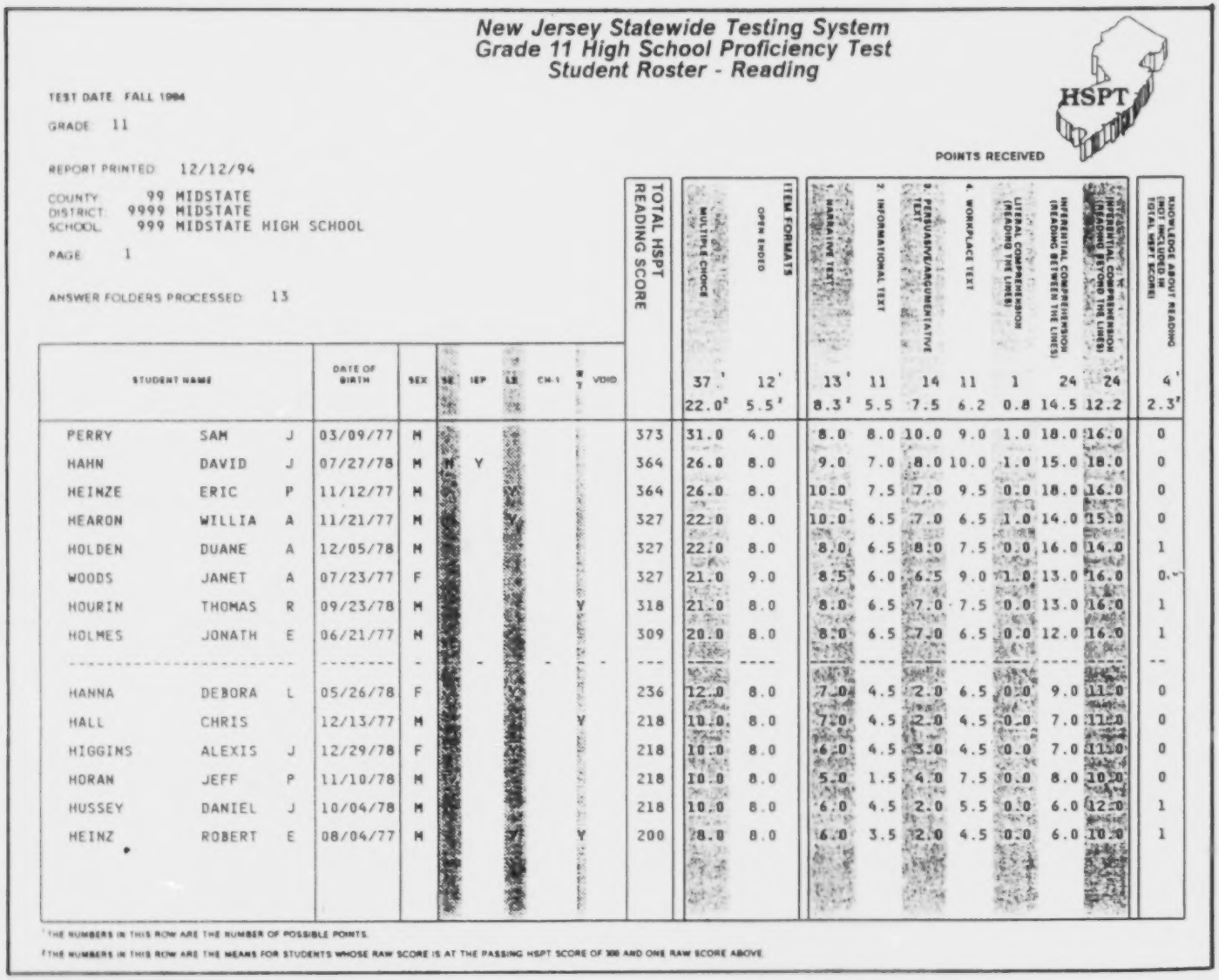
Student Score Information: Following a student's identification information, the student's Total HSPT Score and a notation of "pass" or "not pass" is printed in the column for each test section. In the Writing Section, the Revising/Editing (multiple-choice) and the writing task points follow the "pass" or "not pass" notation. A V1, V2, V3, V4, or V5 will appear in place of the Total HSPT Score if the student's answer folder was voided. If the answer folder was coded to indicate that the student was retested, a score will be provided only for sections gridded in the "subject to score" area of the answer folder. The words NOT SCORED will appear for the sections not gridded.

The Total HSPT Reading Score is a scale score based on a combination of the number of correct multiple-choice items and the number of points received for open-ended responses.

The Total HSPT Mathematics Score is a scale score based on a combination of the number of correct multiple-choice and grid-response items and the number of points received for open-ended responses.

In Writing, points for the two parts of the test section are reported, following the Total HSPT Writing Score and the pass/not pass indicator. The Total HSPT Writing Score is a scale score based on a combination of the number of correct Revising/Editing (multiple-choice) items and the writing task points. The writing task is weighted to account for 60 percent of the Total HSPT Writing Score.

Figure 5
Student Roster



New Jersey Statewide Testing System
Grade 11 High School Proficiency Test
Student Roster - Reading

HSPT

TEST DATE: FALL 1994

GRADE: 11

REPORT PRINTED: 12/12/94

COUNTY: 99 MIDSTATE
DISTRICT: 9999 MIDSTATE
SCHOOL: 999 MIDSTATE HIGH SCHOOL

PAGE: 1

ANSWER FOLDERS PROCESSED: 13

STUDENT NAME			DATE OF BIRTH	SEX	SE	IEP	LE	CH-1	?	VOID	TOTAL HSPT READING SCORE	ITEM FORMATS: MULTIPLE CHOICE	ITEM FORMATS: OPEN ENDED	POINTS RECEIVED: 1. NARRATIVE TEXT	2. INFORMATIONAL TEXT	3. PERSUASIVE/ARGUMENTATIVE TEXT	4. WORKPLACE TEXT	LITERAL COMPREHENSION (READING THE LINES)	INFERENTIAL COMPREHENSION (READING BETWEEN THE LINES)	EVALUATIVE/INTERPRETIVE COMPREHENSION (READING BEYOND THE LINES)	KNOWLEDGE ABOUT READING (SUBSCORE) (TOTAL HSPT SCORE)
												37 [1]	12 [1]	13 [1]	11	14	11	1	24	24	4 [1]
												22.0 [2]	5.5 [2]	8.3 [2]	5.5	7.5	6.2	0.8	14.5	12.2	2.3 [2]
PERRY	SAM	J	03/09/77	M							373	31.0	4.0	8.0	8.0	10.0	9.0	1.0	18.0	16.0	0
HAHN	DAVID	J	07/27/78	M		Y					364	26.0	8.0	9.0	7.0	8.0	10.0	1.0	15.0	18.0	0
HEINZE	ERIC	P	11/12/77	M							364	26.0	8.0	10.0	7.5	7.0	9.5	0.0	18.0	16.0	0
HEARON	WILLIA	A	11/21/77	M							327	22.0	8.0	10.0	6.5	7.0	6.5	1.0	14.0	15.0	0
HOLDEN	DUANE	A	12/05/78	M							327	22.0	8.0	8.0	6.5	8.0	7.5	0.0	16.0	14.0	1
WOODS	JANET	A	07/23/77	F							327	21.0	9.0	8.5	6.0	6.5	9.0	1.0	13.0	16.0	0
HOURIN	THOMAS	R	09/23/78	M						Y	318	21.0	8.0	8.0	6.5	7.0	7.5	0.0	13.0	16.0	1
HOLMES	JONATH	E	06/21/77	M							309	20.0	8.0	8.0	6.5	7.0	6.5	0.0	12.0	16.0	1
HANNA	DEBORA	L	05/26/78	F							236	12.0	8.0	7.0	4.5	2.0	6.5	0.0	9.0	11.0	0
HALL	CHRIS		12/13/77	M						Y	218	10.0	8.0	7.0	4.5	2.0	4.5	0.0	7.0	11.0	0
HIGGINS	ALEXIS	J	12/29/78	F							218	10.0	8.0	6.0	4.5	3.0	4.5	0.0	7.0	11.0	0
HORAN	JEFF	P	11/10/78	M							218	10.0	8.0	5.0	1.5	4.0	7.5	0.0	8.0	10.0	0
HUSSEY	DANIEL	J	10/04/78	M							218	10.0	8.0	6.0	4.5	2.0	5.5	0.0	6.0	12.0	1
HEINZ	ROBERT	E	08/04/77	M						Y	200	8.0	8.0	6.0	3.5	2.0	4.5	0.0	6.0	10.0	1

[1] THE NUMBERS IN THIS ROW ARE THE NUMBER OF POSSIBLE POINTS.

[2] THE NUMBERS IN THIS ROW ARE THE MEANS FOR STUDENTS WHOSE RAW SCORE IS AT THE PASSING HSPT SCORE OF 300 AND ONE RAW SCORE ABOVE.

NOTE: The scores in this report are for illustrative purposes only. For example, the passing means and the raw score to scale score conversions are not necessarily the same as those that will be listed in the actual October 1994 reports.

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STUDENT ROSTER - READING

General Information: The Student Roster - Reading (Figure 5) lists the names of the tested students (last name first) in descending order of Total HSPT Reading scores. Thus, the first students listed on the Reading roster are the students with the highest reading scores on the HSPT11. Students are listed alphabetically when more than one student has achieved the same score. A dashed line across the roster separates all students who score at or above the passing score from those who score below.

School Identification Information: The names of the county, district, and school are indicated, along with a CDS code number and the testing date.

Student Identification Information: Next to each student's name is the following student identification information:

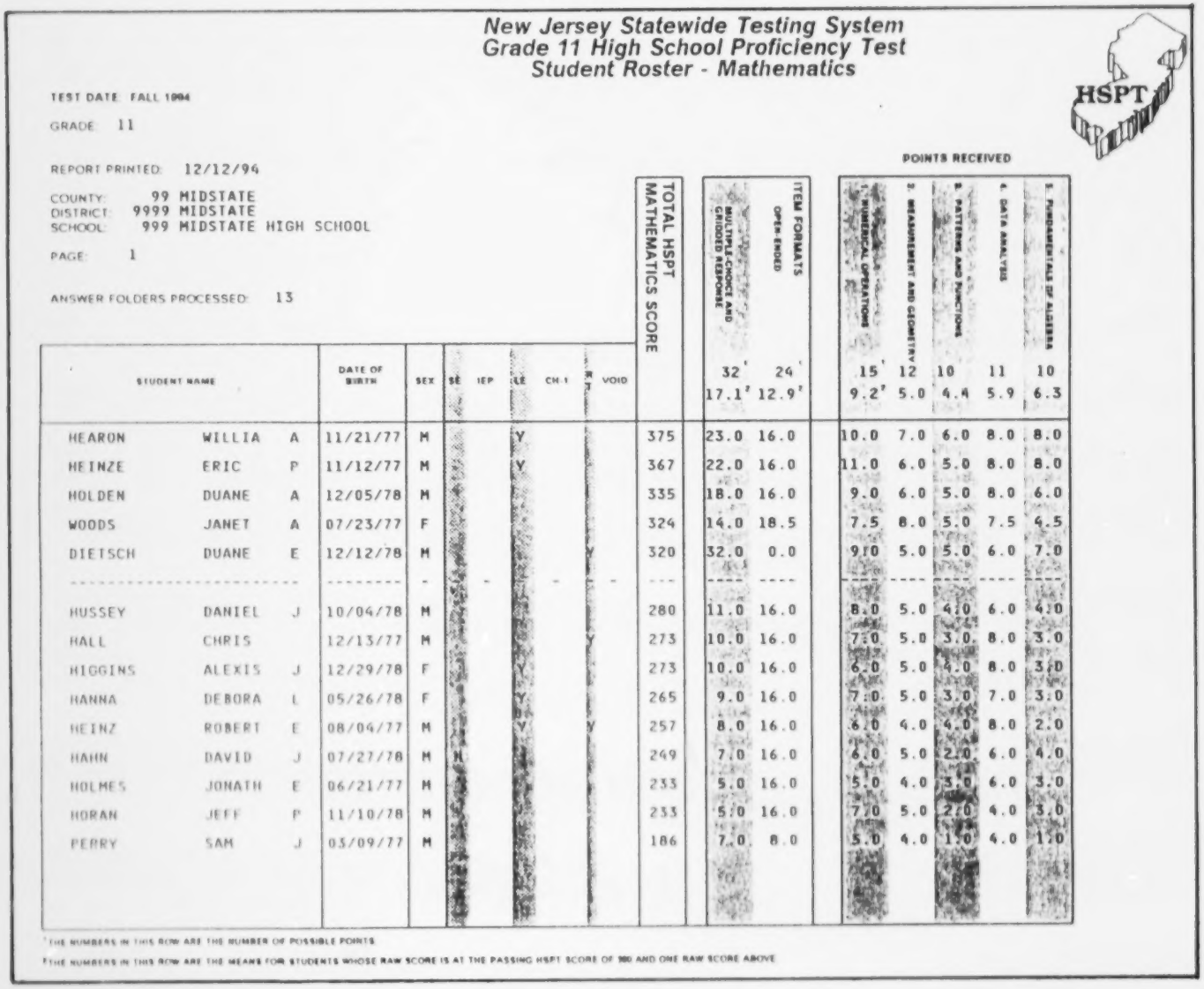
- Date of Birth;
- Sex indicated by M or F;
- A through M (see glossary in Appendix B) in SE column if a student was coded as a special education student;
- Y in IEP Exempt column if a student was coded as exempt from taking the Reading Section because of an Individualized Education Program (IEP);
- Y in LE column if a student was coded as limited English proficient;
- Y in CH-1 column if a student was coded as receiving Chapter 1 services in reading;
- Y in RT column if the student was coded as retested.
- V1, V2, V3, V4, or V5 in the void column if the student's answer folder was voided.

Student Score Information: Following each student's identification information, the Total HSPT Reading Score is given. This is a scale score based on a combination of the number of correct multiple-choice items and the open-ended points. Next, points are reported for the multiple-choice and open-ended item format followed by the cluster points. The headings for the columns show the number of possible points and the mean for students whose raw score is at the passing HSPT score of 300 and one raw score above.

Questions are categorized both in terms of Clusters/Text Types (Narrative, Informational, Persuasive/Argumentative, and Workplace) and Levels of Comprehension (Reading the Lines, Reading Between the Lines, and Reading Beyond the Lines). However, each item contributes only once to the Total HSPT Reading Score. Points reported for Knowledge About Reading do not contribute to the Total HSPT Reading Score.

If the answer folder was coded to indicate that the student was retested, a score will be provided only if reading was gridded in the "subject to score" area of the answer folder. Otherwise, the student's name will not appear on the roster.

Figure 6
Student Roster - Mathematics



New Jersey Statewide Testing System
Grade 11 High School Proficiency Test
Student Roster - Mathematics

HSPT

TEST DATE: FALL 1994

GRADE: 11

REPORT PRINTED: 12/12/94

COUNTY: 99 MIDSTATE
DISTRICT: 9999 MIDSTATE
SCHOOL: 999 MIDSTATE HIGH SCHOOL

PAGE: 1

ANSWER FOLDERS PROCESSED: 13

STUDENT NAME			DATE OF BIRTH	SEX	SE	IEP	LE	CH 1	R	VOID	TOTAL HSPT MATHEMATICS SCORE	ITEM FORMATS: MULTIPLE-CHOICE AND GRIDDED RESPONSE	ITEM FORMATS: OPEN-ENDED	POINTS RECEIVED: 1. NUMERICAL OPERATIONS	2. MEASUREMENT AND GEOMETRY	3. PATTERNS AND FUNCTIONS	4. DATA ANALYSIS	5. FUNDAMENTALS OF ALGEBRA
												32	24	15	12	10	11	10
												17.1	12.9	9.2	5.0	4.4	5.9	6.3
HEARON	WILLIA	A	11/21/77	M			Y				375	23.0	16.0	10.0	7.0	6.0	8.0	8.0
HEINZE	ERIC	P	11/12/77	M			Y				367	22.0	16.0	11.0	6.0	5.0	8.0	8.0
HOLDEN	DUANE	A	12/05/78	M							335	18.0	16.0	9.0	6.0	5.0	8.0	6.0
WOODS	JANET	A	07/23/77	F							324	14.0	18.5	7.5	8.0	5.0	7.5	4.5
DIETSCH	DUANE	E	12/12/78	M					Y		320	32.0	0.0	9.0	5.0	5.0	6.0	7.0
HUSSEY	DANIEL	J	10/04/78	M							280	11.0	16.0	8.0	5.0	4.0	6.0	4.0
HALL	CHRIS		12/13/77	M					Y		273	10.0	16.0	7.0	5.0	3.0	8.0	3.0
HIGGINS	ALEXIS	J	12/29/78	F			Y				273	10.0	16.0	6.0	5.0	4.0	8.0	3.0
HANNA	DEBORA	L	05/26/78	F			Y				265	9.0	16.0	7.0	5.0	3.0	7.0	3.0
HEINZ	ROBERT	E	08/04/77	M			Y		Y		257	8.0	16.0	6.0	4.0	4.0	8.0	2.0
HAHN	DAVID	J	07/27/78	M	N						249	7.0	16.0	6.0	5.0	2.0	6.0	4.0
HOLMES	JONATH	E	06/21/77	M							233	5.0	16.0	5.0	4.0	3.0	6.0	3.0
HORAN	JEFF	P	11/10/78	M							233	5.0	16.0	7.0	5.0	2.0	4.0	3.0
PERRY	SAM	J	03/09/77	M							186	7.0	8.0	5.0	4.0	1.0	4.0	1.0

*THE NUMBERS IN THIS ROW ARE THE NUMBER OF POSSIBLE POINTS

†THE NUMBERS IN THIS ROW ARE THE MEANS FOR STUDENTS WHOSE RAW SCORE IS AT THE PASSING HSPT SCORE OF 300 AND ONE RAW SCORE ABOVE

NOTE: The scores in this report are for illustrative purposes only. For example, the passing means and the raw score to scale score conversions are not necessarily the same as those that will be listed in the actual October 1994 reports.

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STUDENT ROSTER - MATHEMATICS

General Information: The Student Roster - Mathematics (Figure 6) lists the names of the tested students (last name first) in descending order of Total HSPT Mathematics Scores. Thus, the first students listed on the Mathematics roster are the students with the highest mathematics scores on the HSPT11. Students are listed alphabetically when more than one student has achieved the same score. A dashed line across the roster separates all students who score at or above the passing score from those who score below.

School Identification Information: The names of the county, district, and school are indicated, along with a CDS code number and the testing date.

Student Identification Information: Next to each student's name is the following student identification information:

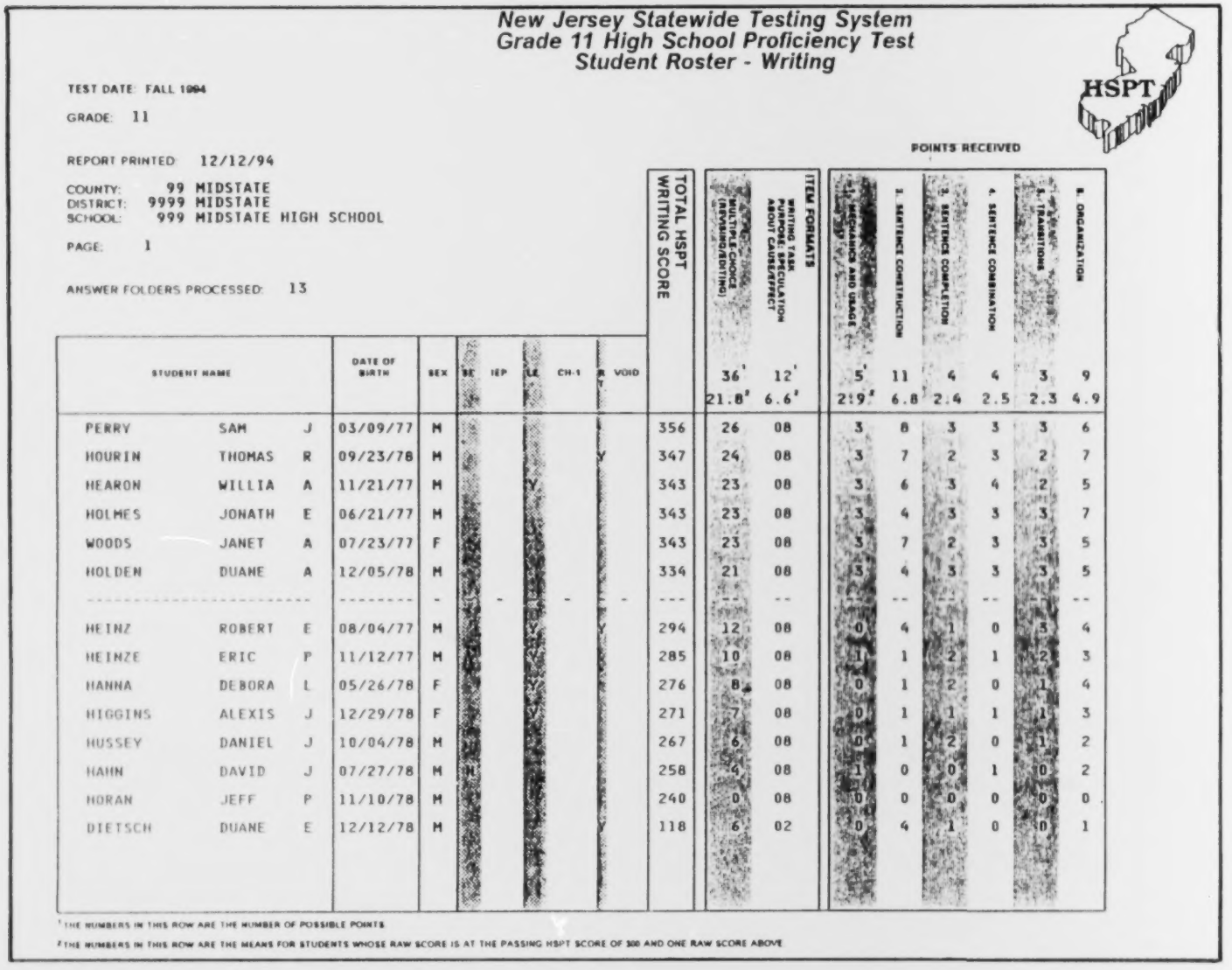
- Date of Birth;
- Sex indicated by M or F;
- A through M (see Glossary in Appendix B) in SE column if a student was coded as a special education student;
- Y in IEP Exempt column if a student was coded as exempt from taking the Mathematics Section because of an Individualized Education Program (IEP);
- Y in LE column if a student was coded as limited English proficient;
- Y in CH-1 column if a student was coded as receiving Chapter 1 services in Mathematics;
- Y in RT column if the student was coded as retested.
- V1, V2, V3, V4, or V5 in the void column if the student's answer folder was voided.

Student Score Information: Following each student's identification information, the Total Mathematics Score is given. This is a scale score based on a combination of the number of correct multiple-choice items and the open-ended points. Next, points are reported for multiple-choice and grid-response and open-ended item formats followed by the cluster points. The headings for the columns show the number of possible points and the mean for students whose raw score is at the passing HSPT score of 300 and one raw score above.

Mathematics questions can be categorized in more than one cluster, but each question contributes only once to the total score. The two grid-response questions are included with the multiple-choice item format.

If the answer folder was coded to indicate that the student was retested, a score will be provided only if mathematics was gridded in the "subject to score" area of the answer folder. Otherwise, the student's name will not appear on the roster.

Figure 7
Student Roster - Writing



New Jersey Statewide Testing System
Grade 11 High School Proficiency Test
Student Roster - Writing

HSPT

TEST DATE: FALL 1994

GRADE: 11

REPORT PRINTED: 12/12/94

COUNTY: 99 MIDSTATE
DISTRICT: 9999 MIDSTATE
SCHOOL: 999 MIDSTATE HIGH SCHOOL

PAGE: 1

ANSWER FOLDERS PROCESSED: 13

STUDENT NAME			DATE OF BIRTH	SEX	SE	IEP	LE	CH-1	R	VOID	TOTAL HSPT WRITING SCORE	ITEM FORMATS: MULTIPLE-CHOICE (REVISING/EDITING)	ITEM FORMATS: WRITING TASK PURPOSE: SPECULATION ABOUT CAUSE/EFFECT	POINTS RECEIVED: 1. MECHANICS AND USAGE	2. SENTENCE CONSTRUCTION	3. SENTENCE COMPLETION	4. SENTENCE COMBINATION	5. TRANSITIONS	6. ORGANIZATION
												36[1]	12[1]	5[1]	11	4	4	3	9
												21.8[2]	6.6[2]	2.9[2]	6.8[2]	2.4	2.5	2.3	4.9
PERRY	SAM	J	03/09/77	M							356	26	08	3	8	3	3	3	6
HOURIN	THOMAS	R	09/23/78	M						Y	347	24	08	3	7	2	3	2	7
HEARON	WILLIA	A	11/21/77	M			Y				343	23	08	3	6	3	4	2	5
HOLMES	JONATH	E	06/21/77	M							343	23	08	3	4	3	3	3	7
WOODS	JANET	A	07/23/77	F							343	23	08	3	7	2	3	3	5
HOLDEN	DUANE	A	12/05/78	M							334	21	08	3	4	3	3	3	5
---	---	---	---	-		-		-		-	---	--	--	--	--	--	--	--	--
HEINZ	ROBERT	E	08/04/77	M			Y			Y	294	12	08	0	4	1	0	1	4
HEINZE	ERIC	P	11/12/77	M			Y				285	10	08	1	1	2	1	2	3
HANNA	DEBORA	L	05/26/78	F			Y				276	8	08	0	1	2	0	1	4
HIGGINS	ALEXIS	J	12/29/78	F			Y				271	7	08	0	1	1	1	1	3
HUSSEY	DANIEL	J	10/04/78	M							267	6	08	0	1	2	0	1	2
HAHN	DAVID	J	07/27/78	M	N						258	4	08	1	0	0	1	0	2
HORAN	JEFF	P	11/10/78	M							240	0	08	0	0	0	0	0	0
DIETSCH	DUANE	E	12/12/78	M						Y	118	6	02	0	4	1	0	0	1

[1] THE NUMBERS IN THIS ROW ARE THE NUMBER OF POSSIBLE POINTS

[2] THE NUMBERS IN THIS ROW ARE THE MEANS FOR STUDENTS WHOSE RAW SCORE IS AT THE PASSING HSPT SCORE OF 300 AND ONE RAW SCORE ABOVE

NOTE: The scores in this report are for illustrative purposes only. For example, the passing means and the raw score to scale score conversions are not necessarily the same as those that will be listed in the actual October 1994 reports.

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STUDENT ROSTER - WRITING

General Information: The Student Roster - Writing (Figure 7) lists the names of the tested students (last name first) in descending order of Total HSPT Writing Scores. Thus, the first students listed on the Writing roster are the students with the highest writing scores on the HSPT11. Students are listed alphabetically when more than one student has achieved the same score. A dashed line across the roster separates all students who score at or above the passing score from those who score below.

School Identification Information: The names of the county, district, and school are indicated, along with a CDS code number and the testing date.

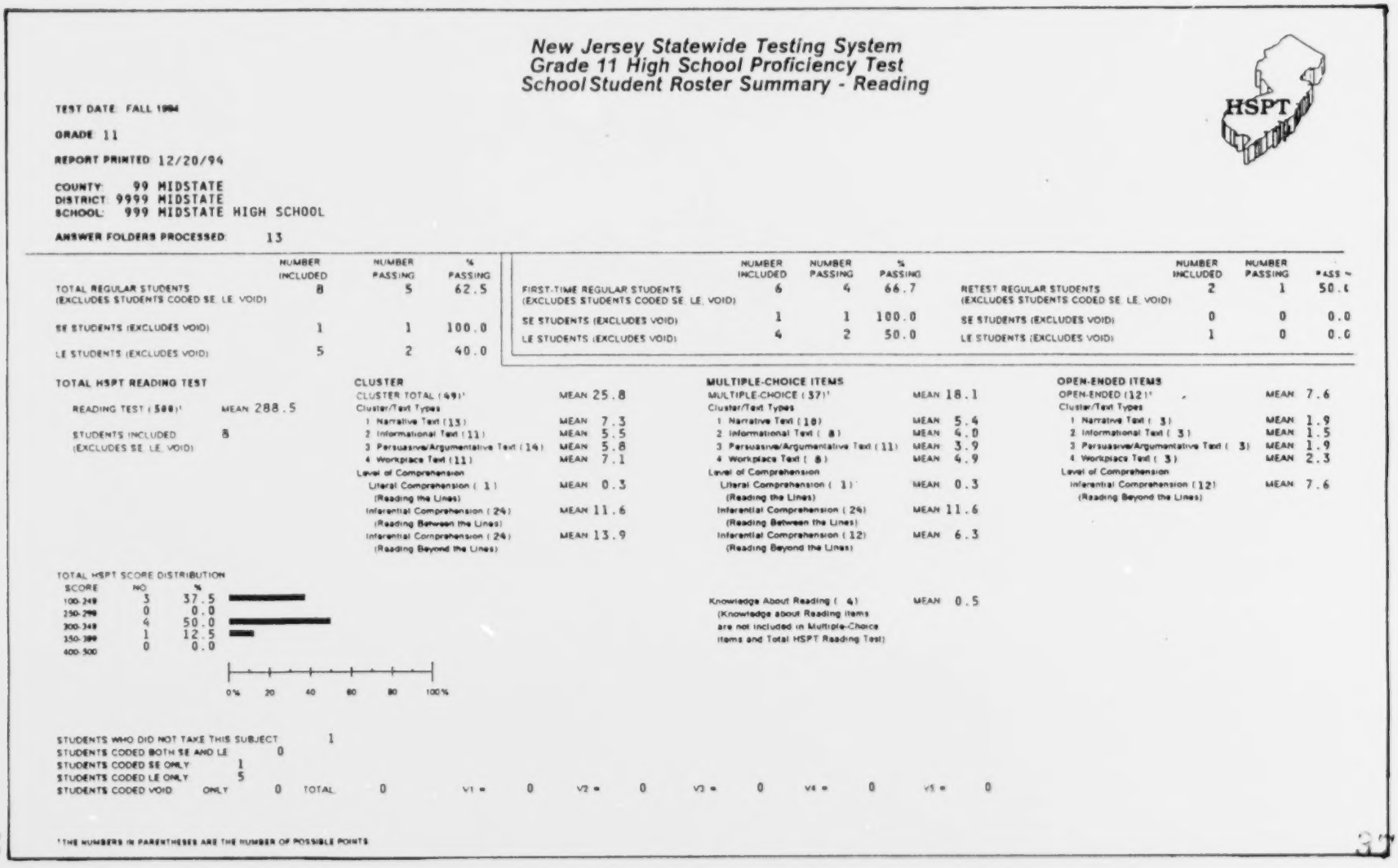
Student Identification Information: Next to each student's name is the following student identification information:

- Date of Birth;
- Sex indicated by M or F;
- A through M (see Glossary in Appendix B) in SE column if a student was coded as a special education student;
- Y in IEP Exempt column if a student was coded as exempt from taking the Writing Section because of an Individualized Education Program (IEP);
- Y in LE column if a student was coded as limited English proficient;
- Y in CH-1 column if a student was coded as receiving Chapter 1 services in Writing;
- Y in RT column if the student was coded as retested.
- V1, V2, V3, V4, or V5 in the void column if the student's answer folder was voided.

Student Score Information: Following each student's identification information, the Total HSPT Writing Score is given. This is a scale score based on a combination of the number of correct multiple-choice items and the writing task points. Next, points are reported for multiple-choice (Revising/Editing) and the writing task followed by the Revising/Editing sub-cluster points. The headings for the columns show the number of possible points and the mean for students whose raw score is at the passing HSPT score of 300 and one raw score above.

If the answer folder was coded to indicate that the student was retested, a score will be provided only if writing was gridded in the "subject to score" area of the answer folder. Otherwise, the student's name will not appear on the roster.

Figure 8
School Student Roster Summary - Reading



New Jersey Statewide Testing System
Grade 11 High School Proficiency Test
School Student Roster Summary - Reading

HSPT

TEST DATE: FALL 1994

GRADE: 11

REPORT PRINTED: 12/20/94

COUNTY: 99 MIDSTATE
DISTRICT: 9999 MIDSTATE
SCHOOL: 999 MIDSTATE HIGH SCHOOL

ANSWER FOLDERS PROCESSED: 13

	NUMBER INCLUDED	NUMBER PASSING	% PASSING
TOTAL REGULAR STUDENTS (EXCLUDES STUDENTS CODED SE, LE, VOID)	8	5	62.5
SE STUDENTS (EXCLUDES VOID)	1	1	100.0
LE STUDENTS (EXCLUDES VOID)	5	2	40.0

	NUMBER INCLUDED	NUMBER PASSING	% PASSING
FIRST-TIME REGULAR STUDENTS (EXCLUDES STUDENTS CODED SE, LE, VOID)	6	4	66.7
SE STUDENTS (EXCLUDES VOID)	1	1	100.0
LE STUDENTS (EXCLUDES VOID)	4	2	50.0

	NUMBER INCLUDED	NUMBER PASSING	PASS %
RETEST REGULAR STUDENTS (EXCLUDES STUDENTS CODED SE, LE, VOID)	2	1	50.0
SE STUDENTS (EXCLUDES VOID)	0	0	0.0
LE STUDENTS (EXCLUDES VOID)	1	0	0.0

TOTAL HSPT READING TEST

READING TEST (588)[1] MEAN 288.5

STUDENTS INCLUDED (EXCLUDES SE, LE, VOID) 8

CLUSTER

CLUSTER TOTAL (49)[1] MEAN 25.8
Cluster/Text Types
1 Narrative Text (13) MEAN 7.3
2 Informational Text (11) MEAN 5.5
3 Persuasive/Argumentative Text (14) MEAN 5.8
4 Workplace Text (11) MEAN 7.1
Level of Comprehension
Literal Comprehension (1) MEAN 0.3
(Reading the Lines)
Inferential Comprehension (24) MEAN 11.6
(Reading Between the Lines)
Inferential Comprehension (24) MEAN 13.9
(Reading Beyond the Lines)

MULTIPLE-CHOICE ITEMS

MULTIPLE-CHOICE (37)[1] MEAN 18.1
Cluster/Text Types
1 Narrative Text (18) MEAN 5.4
2 Informational Text (8) MEAN 4.0
3 Persuasive/Argumentative Text (11) MEAN 3.9
4 Workplace Text (8) MEAN 4.9
Level of Comprehension
Literal Comprehension (1) MEAN 0.3
(Reading the Lines)
Inferential Comprehension (24) MEAN 11.6
(Reading Between the Lines)
Inferential Comprehension (12) MEAN 6.3
(Reading Beyond the Lines)

Knowledge About Reading (4) MEAN 0.5
(Knowledge about Reading items are not included in Multiple-Choice Items and Total HSPT Reading Test)

OPEN-ENDED ITEMS

OPEN-ENDED (12)[1] MEAN 7.6
Cluster/Text Types
1 Narrative Text (3) MEAN 1.9
2 Informational Text (3) MEAN 1.5
3 Persuasive/Argumentative Text (3) MEAN 1.9
4 Workplace Text (3) MEAN 2.3
Level of Comprehension
Inferential Comprehension (12) MEAN 7.6
(Reading Beyond the Lines)

TOTAL HSPT SCORE DISTRIBUTION

SCORE	NO.	%
100-249	3	37.5
250-299	0	0.0
300-349	4	50.0
350-399	1	12.5
400-500	0	0.0

0% 20 40 60 80 100%

STUDENTS WHO DID NOT TAKE THIS SUBJECT: 1
STUDENTS CODED BOTH SE AND LE: 0
STUDENTS CODED SE ONLY: 1
STUDENTS CODED LE ONLY: 5
STUDENTS CODED VOID ONLY: 0 TOTAL: 0 V1 = 0 V2 = 0 V3 = 0 V4 = 0 V5 = 0

[1]THE NUMBERS IN PARENTHESES ARE THE NUMBER OF POSSIBLE POINTS

NOTE: The scores in this report are for illustrative purposes only. For example, the passing means and the raw score to scale score conversions are not necessarily the same as those that will be listed in the actual October 1994 reports.

School Student Roster Summary and District Student Roster Summary

General Information: There are three School Student Roster Summary reports, one for each of the three test sections. The three reports are produced at the school level and provide aggregated data for a test section. A School Student Roster Summary for Reading is shown in Figure 8.

Likewise, three District Student Roster Summary reports, one for each of the three test sections, provide aggregated data for the district. The example shows a District Student Roster Summary for Writing (Figure 9).

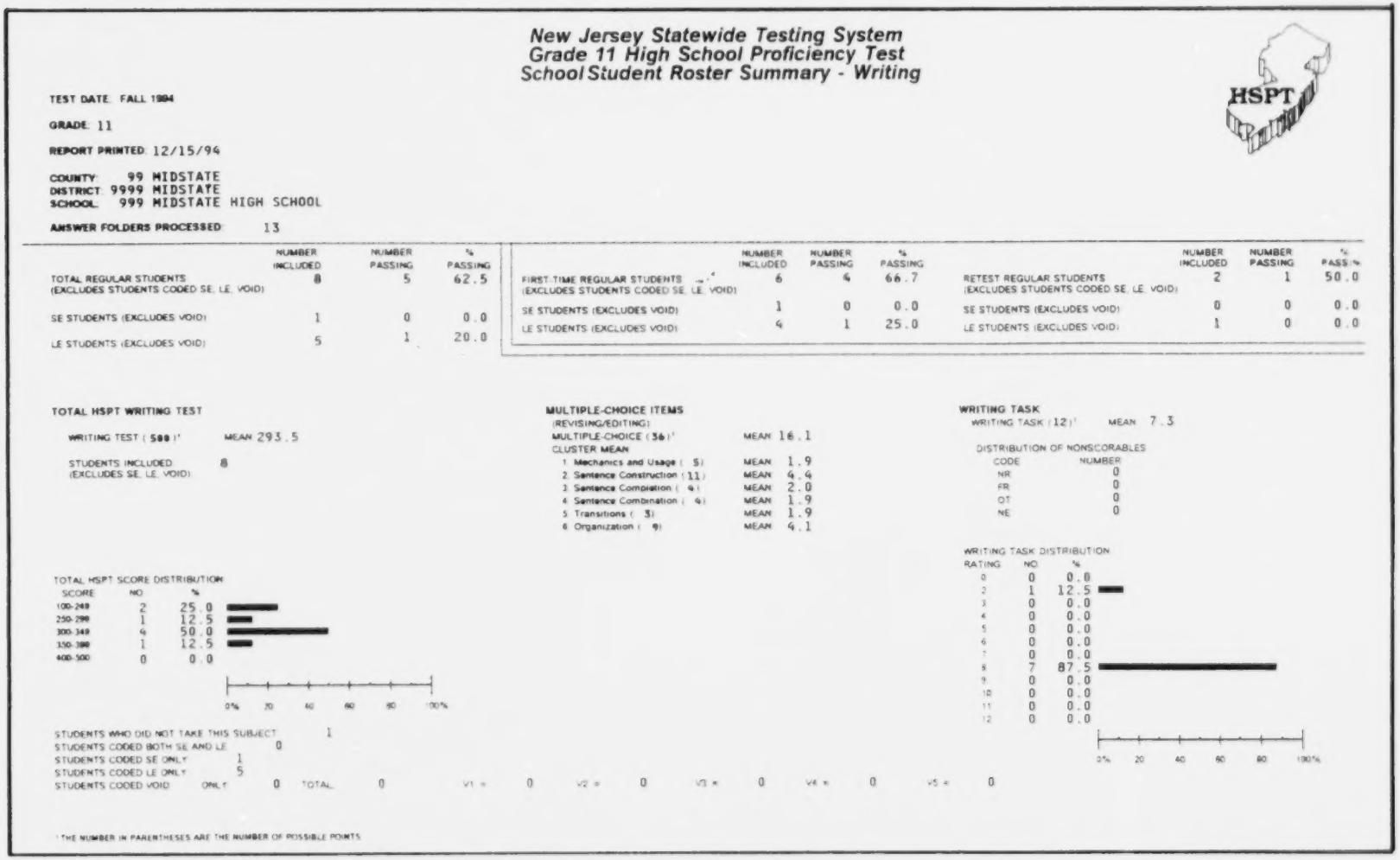
An identical format is used for the School Student Roster Summary and District Student Roster Summary if there is only one school with an eleventh grade in the district. If a district has more than one eleventh-grade school in the district, the reports are almost identical. Therefore, the format of the report will be discussed without reference to school or district. Student data are reported and summarized on separate reports for each test section.

School Identification Information: The names and code numbers of the county, district, and school are indicated, along with the testing date.

Student Information: This part of the report provides the number and percent passing as well as the number of total regular students, special education students, and limited English students tested for each specific section (Reading, Mathematics, or Writing). The following summary information is provided for students tested for the first time, retested students, and both groups combined.

- Number included (total number of students tested, excluding students coded SE, LE, and Void);
- Number passing (total number of students who scored at or above the passing score, excluding students coded SE, LE, and Void);
- Percent passing (percent of students passing, excluding students coded SE, LE, and Void);
- Number of students coded SE only;
- Number of special education (SE) students passing (excluding voids);
- Percent of special education (SE) students passing (excluding voids);
- Number of students coded LE only;
- Number of limited English-proficient (LE) students passing (excluding voids);
- Percent of limited English-proficient (LE) students passing (excluding voids);

Figure 9
District Student Roster Summary - Writing



New Jersey Statewide Testing System
Grade 11 High School Proficiency Test
School Student Roster Summary - Writing

HSPT

TEST DATE: FALL 1994

GRADE: 11

REPORT PRINTED: 12/15/94

COUNTY: 99 MIDSTATE
DISTRICT: 9999 MIDSTATE
SCHOOL: 999 MIDSTATE HIGH SCHOOL

ANSWER FOLDERS PROCESSED: 13

	NUMBER INCLUDED	NUMBER PASSING	% PASSING
TOTAL REGULAR STUDENTS (EXCLUDES STUDENTS CODED SE, LE, VOID)	8	5	62.5
SE STUDENTS (EXCLUDES VOID)	1	0	0.0
LE STUDENTS (EXCLUDES VOID)	5	1	20.0

	NUMBER INCLUDED	NUMBER PASSING	% PASSING
FIRST-TIME REGULAR STUDENTS (EXCLUDES STUDENTS CODED SE, LE, VOID)	6	4	66.7
SE STUDENTS (EXCLUDES VOID)	1	0	0.0
LE STUDENTS (EXCLUDES VOID)	4	1	25.0

	NUMBER INCLUDED	NUMBER PASSING	% PASSING
RETEST REGULAR STUDENTS (EXCLUDES STUDENTS CODED SE, LE, VOID)	2	1	50.0
SE STUDENTS (EXCLUDES VOID)	0	0	0.0
LE STUDENTS (EXCLUDES VOID)	1	0	0.0

TOTAL HSPT WRITING TEST

WRITING TEST (500)* MEAN 293.5

STUDENTS INCLUDED (EXCLUDES SE, LE, VOID) 8

MULTIPLE-CHOICE ITEMS
(REVISING/EDITING)
MULTIPLE-CHOICE (36)* MEAN 16.1
CLUSTER MEAN

1. Mechanics and Usage (5)	MEAN	1.9
2. Sentence Construction (11)	MEAN	4.4
3. Sentence Completion (4)	MEAN	2.0
4. Sentence Combination (4)	MEAN	1.9
5. Transitions (3)	MEAN	1.9
6. Organization (9)	MEAN	4.1

WRITING TASK
WRITING TASK (12)* MEAN 7.3

DISTRIBUTION OF NONSCORABLES

CODE	NUMBER
NR	0
FR	0
OT	0
NE	0

TOTAL HSPT SCORE DISTRIBUTION

SCORE	NO.	%
100-249	2	25.0
250-299	1	12.5
300-349	4	50.0
350-399	1	12.5
400-500	0	0.0

0% 20 40 60 80 100%

WRITING TASK DISTRIBUTION

RATING	NO.	%
0	0	0.0
2	1	12.5
3	0	0.0
4	0	0.0
5	0	0.0
6	0	0.0
7	0	0.0
8	7	87.5
9	0	0.0
10	0	0.0
11	0	0.0
12	0	0.0

0% 20 40 60 80 100%

STUDENTS WHO DID NOT TAKE THIS SUBJECT: 1
STUDENTS CODED BOTH SE AND LE: 0
STUDENTS CODED SE ONLY: 1
STUDENTS CODED LE ONLY: 5
STUDENTS CODED VOID ONLY: 0 TOTAL: 0 V1 = 0 V2 = 0 V3 = 0 V4 = 0 V5 = 0

* THE NUMBER IN PARENTHESES ARE THE NUMBER OF POSSIBLE POINTS

NOTE: The scores in this report are for illustrative purposes only. For example, the passing means and the raw score to scale score conversions are not necessarily the same as those that will be listed in the actual October 1994 reports.

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Additional information about the number of students tested appears across the bottom of the report. This information is as follows:

- Number of students coded both SE and LE;
- Number of students coded SE only;
- Number of students coded LE only;
- Number of students coded Void;
- Total void category which includes students also coded SE and/or LE; and
- Number of voids in each category:

  V1 - Illness
  V2 - Disruptive or cheating
  V3 - Other
  V4 - Responded to fewer than seven items
  V5 - Breach of security by a school or district

Total Test Information: This part of the report shows the mean for the reported section, along with the number of students included in determining the mean. A score distribution for the reported section is also provided, giving a score breakdown with the number and percentage of students in each segment. A bar graph illustrates the data.

Multiple-Choice Information: Raw score means for the multiple-choice items (in Mathematics, of multiple-choice and grid-response items) are printed for each cluster. In Mathematics, some items are categorized in more than one cluster but contribute only once to the Total HSPT11 Mathematics score.

In Writing, the multiple-choice (Revising/Editing) mean is given with the number of students included.

Open-Ended Information: The mean number of points received on the open-ended items are printed for each Reading and Mathematics cluster.

Writing Student Roster Summary Only

The following information is produced for the Writing Student Roster Summary only:

- Distribution of writing tasks on a scale of 0-12 (number and percent of students at each score);
- Number of students whose writing tasks were unscorable and judged to be:

  NR - No Response
  FR - Fragment
  OT - Off Topic
  NE - Not Written in English

  NOTE: A student whose writing task was unscorable received a score of zero on the task. This score was used in calculating his/her Total HSPT Writing Score.

PART 4: USING TEST INFORMATION

Identification for Remediation

Students who score below the passing score of 300 on one or more sections of the HSPT11 must be provided with an individual comprehensive assessment (N.J.A.C. 6:8-6.1) and provided remedial instruction in the area in which they have deficiencies. An Individual Student Improvement Plan (ISIP) must be developed for such students in accordance with procedures set out in N.J.A.C. 6:6.2. (See Appendix A.)

To properly identify students in need of remediation and to plan supplemental remedial programs for individual students or groups of students, additional assessment must be done. This can take the form of informal assessment done on a regular, ongoing basis by the teacher, or more formal testing using teacher-constructed, local, or commercial devices. Decisions should be based on as much information as possible.

Evaluation can provide avenues for better understanding of the learner as well as diagnosing and remedying learning problems. The HSPT11 provides information on skill clusters in content areas which need further attention. However, since a relatively small number of items assess each cluster, evaluation of a student's performance should not be based solely on the results of the HSPT11 or any other formal or informal assessment.

Further examination of a student's skill deficiencies should include the analyses of the student's whole profile. Decisions about supplemental remedial instruction for a student should be based on examination of the student's past test results, his/her classroom test results, grades, anecdotal records, rating sheets, portfolios, checklists, and other measures of performance.

Developing Individual Student Instructional Plans (ISIPs)

An ISIP must be developed for every student who does not pass one or more sections of the HSPT11. Each district decides on the format to use for the ISIPs. However, all ISIPs must contain certain common information: basic data about the student, basic skills needs assessment data, and an instructional plan.

Basic Data

The ISIP must include identifying information about the student, information about parental notification, and information about timelines and responsibilities.

Basic Skills Needs Assessment Data

Student needs must be assessed annually using local and/or standardized tests, and/or the HSPT11. Data from the HSPT11 Individual Student Report (ISR) can provide an indication of reading, mathematics, and writing clusters in which an individual student is weak. These deficiencies can provide a portion of the needs assessment for individual students. If many students are weak in certain clusters and other measures (e.g., standardized tests, classroom tests, classwork, homework, and anecdotal records of participation in classroom discussions) substantiate this, specific teaching strategies and techniques, as well as the entire program, may need to be examined. Students' lack of motivation and/or interest, anxiety, learning problems, and instructional gaps are some of the other causes of cluster deficiency that need to be taken into consideration when writing the ISIPs.

All assessment data should be used to complete the individual needs assessment portion of the ISIP. The date of assessment, the instrument(s) used (including form, type, and date), and the overall test results are to be recorded. All clusters which have not been mastered must be listed. The student's ISR should be attached with cluster deficiencies circled.

The Instructional Plan

The instructional plan is the core of the ISIP. It includes the criteria for exit from the program, the overall instructional program specifications, specific cluster components of the planned instruction, and corresponding cluster assessment procedures.

Information about the overall remedial program must be listed on the ISIP. The information should include the services delivered, the type of instructional setting, the frequency and duration of the services, the individuals responsible for delivering the services, and the clusters that are to be addressed.

A sample ISIP format follows that includes sections for basic data, individual needs assessment, instructional plan, summary evaluation, and related factors (see Figure 10).

Developing the Grade 11 Special Review Assessment (SRA11)

Students who do not pass one or more sections of the HSPT11 should begin the Grade 11 Special Review Assessment (SRA11) in their junior year after the fall test results are received in the district. Students should only begin an SRA11 for those subjects they have not passed.

The SRA11 cannot be completed until the student's senior year and can only be granted for students who have met all graduation requirements with the exception of passing one or more sections of the HSPT11.

For more information, see the Department of Education publication, Guidelines for Completing the Special Review Assessment (SRA11) for the Grade 11 High School Proficiency Test.

Figure 10

Sample ISIP Format

I. BASIC DATA

Name of Student _____ Grade _____ Birthdate _____

Address _____

Name of Parent/Guardian _____ Phone _____

Parental Notification:

Type (check)		Date
phone	_____	_____
letter	_____	_____
conference	_____	_____

Present School _____ Principal _____

Content Area _____

Date of ISIP Development _____

ISIP Developed by: _____
_____
_____

ISIP Monitor _____

Date(s) of ISIP Reviews: _____
_____
_____
_____

Figure 10 (cont'd)

Sample ISIP Format

II. INDIVIDUAL NEEDS ASSESSMENT

a) Test Results

Date	Name of Assessment Instrument (form, type, date)	Level of Performance
_____	_____	_____
_____	_____	_____

b) Identified Cluster Deficiencies

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

c) Summary Comments

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Figure 10 (cont'd)

Sample ISIP Format

III. INSTRUCTIONAL PLAN

a) Exit Criteria

b) Overall Instructional Program

Services Delivered	Type of Instructional Setting	Frequency & Duration	Individuals Responsible

c) Specific Instructional Program

Cluster	Instructional Techniques, Materials, & Resources	Techniques for Cluster Assessment	Mastery Criteria*	Results	Date

*Multiple measures should be used to demonstrate cluster mastery.

Figure 10 (cont'd)

Sample ISIP Format

IV. SUMMARY EVALUATION

Date	Instrument	Level of Performance
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

V. RELATED FACTORS

a) Additional Resources and/or Support Services (if needed)

_____

_____

b) Parental Involvement

_____

_____

c) Communication with the Student

_____

_____

PART 5: COMMUNICATING TEST INFORMATION

This section provides guidelines for informing people and institutions who need to know about test results: the student, his/her parents/guardians, the district, the state, and the media. Individual and roster reports may not be released to the public because they list students' names and are, therefore, not in the public domain. However, an analysis of the aggregated information must be made public.

The New Jersey Administrative Code provides districts with a 30-day period in which to analyze and interpret this information (N.J.A.C. 6:39-1.4(a)3). Within the 30-day interpretation period, each district is required to make its results available to the public.

With the Student

Because students benefit from knowing about their performance in all subjects, it is recommended that each student receive a personal, one-on-one session to review his/her test results. One copy of the Individual Student Report (ISR) is for the student to review and take home to his/her parent/guardian.

Before you meet with the student: Become familiar with the ISR by studying Figure 2 and the accompanying explanatory text, and complete an Individual Student Instructional Plan (ISIP) for each student who is identified as possibly needing supplemental remedial instruction in reading, mathematics, and/or writing. Then schedule personal sessions so that you and the student can go over the information before he/she takes the report home.

When you meet with the student: Each meeting should focus on both strengths and needs. When you review the ISR with the student, be sure to point out the areas where the student excelled or performed satisfactorily before you focus on areas where the student performed less well.

If you have prepared an ISIP for the student, be sure to explain that this test provides only one look at the student's achievement and that the information will be considered with both previous and future information before any supplemental instructional program will be implemented.

With the Parent/Guardian

To help explain to parents and guardians both the purpose of the HSPT11 and the information provided on the Individual Student Report, a sample form letter is included (Figure 11, Sample Parent/Guardian Form Letter) that can be adapted, signed, photocopied, and sent home with each student along with his/her ISR.

Figure 11. Sample Parent/Guardian Form Letter

January 1995

Test Title: New Jersey Grade 11 High School Proficiency Test
Test Dates: October 18-20, 1994
October 25-27, 1994 (Make-up Dates)
Test Report: Individual Student Report

Dear Parent/Guardian:

Your child's Individual Student Report for the New Jersey October 1994 Grade 11 High School Proficiency Test (HSPT11) is attached. The HSPT11 was administered over a three-day period in October 1994. This report presents your child's reading, mathematics, and writing scores on this test.

The HSPT11 Reading, Mathematics, and Writing scores are reported as scale scores with a range from 100 to 500. The passing score is 300. To meet the state's graduation testing requirement for a high school diploma, your child must score at or above the passing score for each of the three sections of the HSPT11. If your child does not pass one or more sections of the test, he or she will be provided with remediation, tested again, and begin a Special Review Assessment (SRA).

Students who do not pass one or more sections of the test in October of their junior year may retake the test in April of their junior year and October and April of their senior year. Students do not have to retake sections of the test they have already passed.

This report is available only to parents, guardians, students, and authorized school officials. If you have any questions about the report, you should contact your child's teacher or principal. They can help you interpret the information on the score report and can explain what the school instructional staff is doing and what you can do to help your child master the skills measured on the test.

To the District

Districts are required to report test results to their boards of education and to the public within 30 days of receiving test reports. (N.J.A.C. 6:39-1.3) Public reports may not include data on individual pupils; therefore, actual rosters cannot be made available to the public because they list students' names.

The Student Roster Summaries in Reading, Mathematics, and Writing contain information that can be used to prepare public reports.

To the Media

It is generally more effective to initiate activities with the media rather than to respond to their requests. In offering clear, concise information, you may prevent misunderstandings that lead to erroneous statements.

When you release information, do so only after you have prepared to answer questions either in person or on the telephone. Be sure to analyze the data beforehand, understand and be able to clearly explain the various types of scores, avoid any comparisons among schools/districts, and be frank and honest.

APPENDIX A
NEW JERSEY ADMINISTRATIVE CODE

TITLE 6: EDUCATION

SUBTITLE G. RESEARCH, PLANNING AND EVALUATION
CHAPTER 8. THOROUGH AND EFFICIENT SYSTEM OF FREE PUBLIC SCHOOLS
SUBCHAPTER 6. PROGRAMS AND SERVICE FOR PUPILS AT RISK

6:8-6.1 Assessment of pupil needs

Each district board of education shall annually identify those needs and conditions which place pupils at risk of not acquiring the knowledge, skills, behaviors and attitudes necessary for school success, school completion, and successful functioning as an adult in society. The assessment shall include, but not be limited to, assessments of pupil achievements as required by N.J.A.C. 6:39, and information contained in the Annual Pupil Assistance Committee Report, N.J.A.C. 6:26-4.

6:8-6.2 Programs and services for pupils at risk

(a) District boards of education shall approve a plan for utilizing at-risk aid generated by the Quality Education Act, P.L. 1990, c.52, as well as foundation aid and other State and Federal funds for programs and services for pupils at risk, by October 1 each year. The plan shall be submitted to and approved by the Department of Education in accordance with the provisions of N.J.A.C. 6:8-4.10.

(b) The plan shall specify programs and services to address the conditions which place pupils at risk, including assistance to parents and guardians in promoting school success. The plan shall be based on the assessment of pupil needs and address those needs within the framework of the following goals:

1. Prevention: To enhance the health, self-esteem and learning of life skills necessary for age-appropriate development and productive functioning in the school setting and in society;

2. Intervention: To identify and assist pupils who are not meeting standards for behavior and achievement in areas such as attendance, conduct, and mastery of the curriculum, as well as performing below State minimum levels of proficiency; and

3. Improving the learning environment: To improve the school climate so that pupils experience school as a safe, supportive and disciplined place where academic and interpersonal growth and learning can take place.

(c) For each pupil performing below State minimum levels of proficiency after completion of three academic years of instruction beyond kindergarten, the district board of education shall ensure the development, implementation and monitoring of an individual pupil improvement plan. The district board of education shall ensure that:

1. The pupil and the pupil's parent(s) or guardian(s) are informed of the need for and content of the individual pupil improvement plan in the language or mode of communication which is understood by the pupil and the parent(s) or guardian(s) in accordance with N.J.A.C. 6:3-2.2(k); and

2. Ongoing communication takes place among the regular classroom teacher, and the parent(s) or guardian(s) of the pupil for whom the plan has been developed and those responsible for providing services described in the individual pupil improvement plan.

(d) The district board of education shall provide for the staff training necessary to implement the programs and services for pupils at risk specified in the annual plan.

(e) Programs and services for pupils at risk may be offered during the regular school day, beyond the regular school day or during the summer. To the extent that such programs and services do not fall within the scope of authorized certification pursuant to N.J.A.C. 6:11, or cannot reasonably be provided except outside the school setting, such programs and services may be delivered by qualified individuals who are not necessarily certified but are supervised by appropriately certified school staff members.

6:8 - 6.3 Budget documentation

The district board of education shall provide documentation to the county offices of education through the annual budget process, pursuant to N.J.S.A. 18A:7D-27, in support of the annual programs and services plan developed in accordance with N.J.A.C. 6:8-6.2.

6:8 - 6.3 Budget documentation

The district board of education shall provide documentation to the county offices of education through the annual budget process, pursuant to N.J.S.A. 18A:7D-27, in support of the annual programs and services plan developed in accordance with N.J.A.C. 6:8-6.2.

SUBCHAPTER 7. PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS AND PROCEDURES

6:8-7.1 Promotion, remediation, and graduation procedures

(a) District boards of education shall adopt policies and procedures for:

1. Pupil promotion, related to district goals, objectives, and pupil proficiency;

2. Remediation opportunities for pupils to satisfy any failed proficiencies;

3. High school graduation requirements, pursuant to law and rule, which are consistent with the achievement of State and district goals, objectives, and pupil proficiency with particular reference to reading, writing, and mathematics skills as specified in (b), (c), (d), and (e) below.

4. The exemption of handicapped pupils from the high school graduation requirements, pursuant to N.J.A.C.6:28-3.6 and 4.4, 6:39-1.3(e), and (b)6 below.

5. Annual notification to pupils and parent(s) or guardian(s) of the policies and procedures for pupil promotion, remediation, and the high school graduation requirements;

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6. Notification to each entering ninth grade pupil and his or her parent(s) or guardian(s) of all State and local high school graduation requirements. In addition, at the beginning of each course required for graduation, each district board of education shall distribute a list of proficiencies required for successful completion of that course to all pupils and their parent(s) or guardian(s). These proficiencies lists shall include, but not be limited to, the core course proficiencies identified by the Department of Education in (c)2iii below;

7. Notification to each pupil and parent(s) or guardian(s) at appropriate times during the school year of the pupil's progress in meeting the promotion, course proficiencies and the high school graduation requirements;

8. Immediate consultation, not longer that 10 school days after the local school district becomes aware of the pupil's deficiencies, with the pupil's parent(s) or guardian(s);

9. Appeal of promotion/retention decision by parent(s) or guardian(s) and adult pupils; and

10. Participation of parent(s) or guardian(s), teachers, and students, where appropriate, in the development of pupil promotion and remediation policies.

(b) District boards of education shall adopt policies and procedures for high school graduation of all pupils, pursuant to law and rule, which shall include, but not be limited to, performing at or above the State minimum levels of pupil proficiency on the State-mandated High School Proficiency Test in reading, writing, and mathematics skills.

1. Pupils in grades 9 and 10 who perform below State minimum levels of pupil proficiency on one or more areas of the State-mandated Early Warning Test and pupils in grades 11 and 12 who perform below State minimum levels of pupil proficiency on one or more areas of the State-mandated High School Proficiency Test shall be provided with an individual comprehensive assessment, as specified in N.J.A.C. 6:8-6.1. Based on the individual comprehensive assessment, the pupil shall receive the necessary services to remedy the identified deficiencies. Such services shall include, but not be limited to, the development and implementation of an Individual Student Improvement Plan. This individual plan may be carried out through the regular program or through an extended school day, extended school week, or extended school year. Comprehensive pupil assessment and re-evaluation of the individual plans shall take place at least once each year until all identified deficiencies have been remediated.

2. Each district board of education shall develop procedures for the development of Individual Student Improvement Plans. These procedures shall include, but not be limited to, those procedures set forth in N.J.A.C.6:8-6.2.

3. Pupils who perform below State levels of pupil proficiency on one or more areas of the State-mandated Early Warning Test or the High School Proficiency Test shall be provided an opportunity to demonstrate mastery in each academic year.

4. Pupils who perform below State minimum levels of pupil proficiency on one or more areas of the State-mandated High School Proficiency Test and have satisfied all other State and local graduation requirements shall be provided an additional evaluation during the twelfth year which is based on the Individual Student Improvement Plan required under (b)1 above. This evaluation, the Special Review Assessment, may include, but is not limited to:

i. Performance on State tests, including all retests;

ii. Performance on locally selected tests;

iii. Performance on course work;

iv. Practical demonstrations of specific skill mastery which occur either in or outside of school, but which are not part of regular course work;

v. Formal interview with the parent(s);

vi. Formal interview with the teaching staff;

vii. Guidance counselor and/or psychologist review, as appropriate;

viii. Visual, auditory, and/or medical data, as appropriate;

ix. Examination of credit and curriculum performance; and

x. Examination of pupil proficiencies in other areas.

5. The findings of the evaluation required in (b)4 above shall be recorded on a Special Review Assessment Student Profile Form developed by the Department of Education. An independent evaluation of these data must be made by a local district review panel comprised of at least three teaching staff members not currently instructing the pupil. On the basis of the evidence listed in (b)4 above and the recommendations of the review panel, the building principal and the chief school administrator may certify satisfactory attainment of the State minimum levels of pupil proficiency in reading, writing, and/or mathematics. Whether or not such certification occurs, the district must retain the Student Profile Form, including all attachments, for one year after the pupil's class graduates. If such certification occurs, the Special Review Assessment Student Profile Form must be forwarded to the county superintendent of schools by March 1 of the regularly scheduled graduation year. Based upon the documentation provided by the local district, the county superintendent of schools must certify whether or not the State minimum levels of pupil proficiency have been achieved and notify, in writing, the chief school administrator of this decision.

6. An educationally handicapped pupil must meet all State and local high school graduation requirements in order to receive a State-endorsed high school diploma, pursuant to the provisions established under N.J.A.C. 6:28.

i. A handicapped pupil who has not been exempted from the proficiencies or has performed below the State minimum levels of pupil proficiency on one or more areas of the State-mandated High School Proficiency Test shall participate in the Special Review Assessment.

7. All pupils of limited English proficiency must satisfy requirements for high school graduation in accordance with the provisions of this section except:

i. Pupils of limited English proficiency who enter New Jersey schools in grade nine or later may demonstrate that they have attained State minimum levels of proficiency through the Special Review Assessment in their native language, and

ii. Pupils of limited English proficiency who enter New Jersey schools in grade nine or later and who demonstrate that they have attained State minimum levels of proficiency through the Special Review Assessment in their native language must take the Maculatis Assessment Program and attain the passing level of fluency of 133 raw score points to be eligible for a State-endorsed high school diploma.

8. Any out-of-school youth or adult age 18 or older who has otherwise met all State and local graduation requirements, but has failed to pass the State-mandated High School Proficiency Test may return at times which have been scheduled and publicly announced by the district for the purpose of taking the necessary test. Upon certification of passing the test, a State-endorsed diploma will be granted by the high school of record.

c. Minimum high school graduation requirements include the following:

1. District boards of education providing high school diplomas, in cooperation with any sending district(s), shall adopt policies and procedures for defining minimum high school curriculum requirements and locally determined proficiencies, including the Statewide core course proficiencies therein, pursuant to law and rule, which shall include, but not be limited to:

i. Requiring the successful completion of a program of study in grades nine through 12, effective with the September, 1987 grade nine class, which shall include, but not be limited to:

(1) One credit year of English for each year of enrollment, up to four credit years;

(2) Two credit years of mathematics, effective through August, 1990, three credit years of mathematics, effective with the September, 1990 grade nine class;

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(3) Two credit years of social studies/United States history, as required by N.J.S.A. 18A:35-1 through August 1988, and one additional credit year of world history/cultures, effective with the September, 1988 grade nine class;

(4) One credit year of natural or physical science through August, 1989; two credit years of natural or physical science, effective with the September, 1989 grade nine class;

(5) One credit year of physical education, health and safety for each year of enrollment, as required by N.J.S.A. 18A:35-7;

(6) One credit year of fine, practical, and/or performing arts;

(7) One-half credit year of career education. This requirement may be satisfied through the alternative methods of infusion into existing courses, course equivalents, or a career education course. For credit to be awarded, career education shall be offered as a course, as specified in (c)iii below or in (d) below.

ii. Pupils may meet the curriculum requirements set forth in (c)1i above through demonstration of mastery of Statewide core and locally determined course proficiencies in each of the above curriculum areas or through program completion procedures noted in (d) below. This determination shall be made by the district board of education.

2. Pupil proficiencies in (c)1 above shall be developed as follows:

i. The Commissioner shall recommend to the State Board of Education uniform Statewide core course proficiencies for those curriculum areas mandated by the State Board for high school graduation and for foreign languages. Upon the receipt of the Commissioner's recommendation, the State Board of Education shall review and approve by resolution the core course proficiencies. The core course proficiencies shall be developed and recommended to the Commissioner through a collaborative process which shall include:

(1) Curriculum convocations;

(2) Curriculum panels, composed of outstanding educators and others; and

(3) Local school district review.

ii. Core course proficiencies shall be developed within the following timelines for the respective curriculum areas:

(1) Mathematics, beginning August 1, 1989 and concluding October 1, 1990;

(2) Natural or physical science, beginning August 1, 1989 and concluding October 1, 1990;

(3) English, beginning August 1, 1990 and concluding October 1, 1991;

(4) Social studies, beginning August 1, 1990 and concluding October 1, 1990;

(5) Foreign languages, beginning August 1, 1991 and concluding October 1, 1992;

(6) Fine, practical and/or performing arts, beginning August 1, 1992 and concluding October 1, 1993;

(7) Career education, beginning August 1, 1992 and concluding October 1, 1993; and

(8) Health, safety and physical education, beginning August 1, 1993 and concluding October 1, 1994.

iii. For each of those courses mandated by the State Board of Education, district boards of education shall establish course proficiencies, including, but not limited to, the Statewide core proficiencies in the following curriculum areas:

(1) Mathematics by September 1, 1991;

(2) Natural or physical science by September 1, 1991;

(3) English by September 1, 1992;

(4) Social studies by September 1, 1992;

(5) Foreign languages by September 1, 1993;

(6) Fine, practical, and/or performing arts by September 1, 1994;

(7) Career education by September 1, 1994; and

(8) Health, safety and physical education by September 1, 1995.

iv. District boards of education shall establish course proficiencies for each course in all curriculum areas. Upon approval of these proficiencies by the district board of education, all students shall demonstrate mastery through specified methods and instruments of assessment in all courses as a condition of graduation.

v. The Statewide core course proficiencies in the content areas set forth in (c)2ii above shall be reviewed by panels of outstanding local educators convened by the Commissioner every five years following their establishment. Based upon the recommendations of the panel, the Commissioner shall consider the revision of the core course proficiencies.

(d) Subject to approval of the State Board of Education:

1. Each district board of education shall establish graduation requirements on the basis of either course credits, program completion, or a combination of course credits and program completion.

i. Course credit requirements shall be established as follows:

(1) Each four-year high school shall establish a minimum number of not less than 92 credits to be required for graduation, effective with the September, 1987 grade nine class; not less than 110 credits effective with the September, 1988 grade nine class.

(2) Each three-year high school shall establish a minimum number of not less than 69 credits to be completed in grades 10 to 12 inclusive, effective with the September, 1987 grade 10 class; not less than 82.5 credits effective with the September, 1989 grade 10 class.

(3) Six-year schools may base their graduation requirements on formal completion of grades nine to 12 or 10 to 12 within the credit limits established for four-year or three-year high schools, respectively.

(4) Credit toward graduation shall be awarded by the following method:

(A) Credit shall be assigned on the same basis to all high school courses offered by the district board of education. One credit is awarded for a class period of instruction which meets one time per week during the school year. A class period of instruction is a minimum of 40 minutes. A credit year is awarded for a class period of instruction which meets daily for the school year and equals five credits.

(B) Credit may be assigned by each district board of education for curricular activities, as defined in N.J.A.C. 6:27-1.13.

(C) Approved cooperative education program credits shall not exceed 15 credits per year.

ii. Credit year requirements set forth in (c) above may be met in whole or in part through program completion as follows:

(1) District boards of education may determine and establish a set number of curricular activities or programs for promotion and graduation purposes.

(2) Programs shall be planned for individuals and/or a group based on specific instructional objectives.

(3) The principal shall certify completion of curricular activities or programs based upon specified instructional objectives.

(4) Group programs based on specific instructional objectives shall be approved in the same manner as other approved courses. Individual programs shall be on file in the local district and subject to review by the Commissioner or his or her designee.

2. District boards of education shall establish pupil attendance requirements appropriate to each of the particular educational programs.

(e) Successful completion of the requirements set forth in (b), (c), and (d) above and any local requirements shall be required as conditions for awarding a State-endorsed diploma, except as provided for seniors entering military or naval service, pursuant to N.J.S.A. 18A:36-17, and handicapped pupils exempted from the requirements. No district board of education may issue a high school diploma without State endorsement.

(f) Review and reporting requirements include the following:

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1. Annually, not later than September 30, the chief school administrator shall report at a public meeting to the district board of education and the Commissioner of Education the number of pupils graduated and the number of pupils denied graduation from the prior 12th grade class based on the provision of this chapter. The chief school administrator shall include in the annual report the number of pupils graduated under the special education and special review assessment procedures noted in this subsection;

2. The Commissioner of Education, in accordance with law and rule, shall report to the State Board of Education on the status and outcomes of the promotion and graduation procedures;

3. District boards of education shall submit their graduation requirements on forms provided by the Department of Education to the Commissioner or his or her designee. District boards of education shall update this filed copy as their graduation policies are revised;

4. The Commissioner or his or her designee shall review and approve the district board of education policies and procedures for pupil promotion, remediation, and high school graduation requirements;

5. The Commissioner or his or her designee shall monitor the implementation of the promotion, remediation, and high school graduation policies and procedures; and

6. From time to time, but at least once every five years, the State Board of Education and district boards of education shall review and update their promotion and graduation requirement policies, as a result of the State and local goal review processes noted in N.J.S.A. 18A:7A-8 and N.J.A.C. 6:8-2.3 and 6:8-4.3(a)1i.

Amended by R.1987 d.185, effective April 20, 1987.
See: 19 N.J.R. 4(a), 19 N.J.R. 632(b).
Text added in (c)1i(3) "United States"; text added in (c)1i(7) "This requirement may ..." and deleted "until August 1988".
Amended by R.1987 d.186, effective April 20, 1987.
See: 19 N.J.R. 4(a), 19 N.J.R. 633(a).
Deleted "Until August, 1988" from (c)1i(6).
Amended by R.1987 d.358, effective September 8, 1987.
See: 19 N.J.R. 1033(b), 19 N.J.R. 1641(c).
Added (a)4; deleted old text from (a)6 and substituted new text.

CHAPTER 39 EVALUATION
SUBCHAPTER 1 STATEWIDE ASSESSMENT

6:39-1.1 Authority of the Commissioner

(a) The Commissioner of Education, with the approval of the State Board of Education, shall conduct an assessment of pupil achievement in the public school system of the State and of any grades therein by such means, tests and examinations which he or she deems proper, and shall report to the State Board the results of such inquiries and such other information with regard thereto as the State Board may require.

(b) All such means, tests, if determined to be appropriate by the Commissioner, and examinations to be administered pursuant to this section shall be conducted by all operating school districts in New Jersey and shall met State criteria.

(c) School districts shall conduct such means, tests, and examinations in the manner and at the times prescribed by the Commissioner.

(d) School districts shall report to the Department of Education the results of such means, tests, and examinations in the manner and at the times prescribed by the Commissioner.

6:39-1.2 Levels of pupil proficiency

(a) The State Board of Education, after consultation with the Commissioner, shall establish uniform statewide levels of pupil proficiency in reading, writing and mathematics skills on the Statewide assessment instruments pursuant to N.J.S.A. 18A:7A-6 and for assessments in those grades required for district certification.

(b) For other grades that are not administered the Statewide assessment instruments and are not considered for district certification, the Department of Education shall establish equivalent standards of pupil proficiency on tests which meet State criteria and measure performance in reading, writing and mathematics skills.

(c) All pupils performing below the established levels of pupil proficiency in reading, writing and mathematics skills, as determined by (a) and (b) above, shall be provided appropriate instructional services according to the district's basic skills improvement plan, pursuant to N.J.S.A. 18A:7A-6.

1. A waiver of this requirement may be granted if the program of needs assessment conducted pursuant to N.J.A.C. 6:8-7.1(b)1 and 4 clearly demonstrated such enrollment is unnecessary as certified by the chief school administrator.

6:39-1.3 Core course proficiencies assessment

(a) The Department of Education shall assess the core course proficiencies established in N.J.A.C. 6:8-7.1(c)2ii. The assessment shall occur using Statewide tests in the following areas and according to the schedule of administration specified below:

1. Mathematics courses, with tests to be administered in 1993 and reoccur once every four years thereafter.
2. Science courses, with tests to be administered in 1993 and reoccur once every four years thereafter;
3. English courses, with tests to be administered in 1994 and reoccur once every four years thereafter; and
4. Social studies courses, with tests to be administered in 1995 and reoccur once every four years thereafter.

(b) The specific methods and standards for annually assessing student mastery of course proficiencies, as mandated by N.J.A.C. 6:8-7.1(c), shall be the responsibility of each local school district.

(c) The Department of Education shall assist school districts in identifying and/or developing school district assessment techniques and instruments through curriculum panels, prepared assessment material, and regional training activities. The Department shall also identify those school districts that have effective assessment programs which can serve as models.

(d) The Statewide tests will be reviewed as part of the process required in N.J.A.C. 6:8-7.1(c).

(e) A pupil with an educational disability must meet all State and local high school graduation requirements unless exempted in his or her individual education program in order to achieve a State-endorsed high school diploma pursuant to the provisions established under N.J.A.C. 6:28.

6:39-1.4 Dissemination of information

(a) Dissemination of information procedures relative to basic skills proficiency in reading, writing, and mathematics as measured by the High School Proficiency Test (HSPT) and the Early Warning Test (EWT) shall be as follows:

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1. Notwithstanding the provisions of N.J.A.C. 6:3-2, individual pupil data shall be released only to a pupil, his or her parent or legal guardian, and school personnel and school officials deemed appropriate by the Commissioner.

2. The Department of Education shall produce and distribute to chief school administrators uninterpreted reports, such as rosters of pupil performance and other reports as deemed appropriate by the Commissioner.

3. Rosters of pupil performance for tests developed by the Department of Education shall be distributed to chief school administrators, as indicated in (a)2 above, in such a manner as to provide a 30-day interpretation period prior to reporting to the district board of education and to the public. Following this 30-day period, the Commissioner shall make available to the public reports about each district which at a minimum shall list the number of pupils tested and percentage of pupils at or above the established levels of pupil proficiency:

i. By grade and by test for tests developed by the Department; and

ii. By grade for certain other tests administered by each district, as deemed appropriate by the Commissioner.

4. The Department of Education shall provide an interpreted State report to the State Board of Education.

5. At the time the Commissioner makes available to the public the information stated in (a)3 above, all districts shall make available to the public the number of pupils tested and the percentage of pupils at or above the established levels of pupil proficiency for each school and for the district, by grade and by test.

6. Summary reports for the class(es), school(s), and district shall be distributed to chief school administrators, as indicated in (a)2 above, in such a manner as to provide a 45-day period from receipt of all reports for analysis of data. During this period such material shall not be available for public distribution.

7. Upon completion of the analysis, as indicated in (a)6 above, but in no case later than the 45-day period established by the Commissioner, and upon approval by the district board of education, summary reports for class(es), school(s), and district shall be made available to the public.

8. Individual pupil reports for tests developed by the Department of Education shall be returned to districts in duplicate for all pupils tested. One copy of the report shall be maintained with the pupil's permanent records, and one copy shall be made available to the pupil and his or her parent or legal guardian in a timely fashion.

9. The Commissioner may make exceptions to the above paragraphs, such as those required by the provisions of the Public School Education Act of 1975, N.J.S.A. 18A:7A-1 et seq., as well as special reports requested by school districts.

(b) Dissemination of information procedures relative to the Statewide tests of the core course proficiencies identified in N.J.A.C. 6:39-1.3(a) shall be as follows:

1. Notwithstanding the provisions of N.J.A.C. 6:3-2, individual pupil data shall be released only to the pupil, his or her parent(s) or legal guardian, and school personnel and school officials deemed appropriate by the Commissioner.

2. For those tests developed by the Department of Education, the Department shall provide the chief school administrators with reports of test results. Such reports may include rosters of pupil performance and other reports as deemed appropriate by the Commissioner.

3. The Statewide core course test results shall be returned to the school district by September 1. The Commissioner shall make a public report of the test results by November 1. The report shall include Statewide, school district, and school data.

4. The Department of Education shall provide an interpreted State report to the State Board of Education.

5. All analyses, reports, and assessment compilations for course proficiencies which do not contain personal and identifiable education information shall be considered a public record and shall be made available to the general public upon request.

6. The Commissioner may make exceptions to the above rules, such as those required by the provisions of the Public School Education Act of 1975, N.J.S.A. 18A:7A-1 et seq., as well as special reports requested by school districts.

6:39-1.5 Interpretation of data

(a) The Department of Education will provide technical assistance in the development of essential interpretative material by local districts.

(b) The Department of Education may provide interpretations for local, county and State use.

(c) All results which are made available to the public must be accompanied by interpretative materials.

6:39-1.6 Recognition of excellence

District boards of education shall be encouraged to develop programs which give recognition to students who achieve academic excellence in the course proficiencies.

APPENDIX B

GLOSSARY

CHAPTER 1 (CH-1). A Chapter 1 student is a student who lives in an eligible attendance area, who fits the criteria for selection to participate in a Chapter 1 program, and who is receiving Chapter 1 services.

CLUSTER. A cluster is a group of items that measures similar skills. The skills in a given cluster are typically taught together to allow students to make appropriate connections.

DISTRICT FACTOR GROUPS (DFG). Data were gathered from the 1990 United States Census to obtain a measure of the socioeconomic status of the citizens living in each district. These groups are labeled from A (lowest) to J (highest), and V (Vocational).

GRADE 11 HSPT SCORE. The Grade 11 HSPT scores are scale scores used to report the Reading, Mathematics, and Writing section results. The HSPT11 score scale ranges from 100 to 500 with a passing score of 300.

GRID-RESPONSE. Type of item used in the Mathematics Section that requires students to use grids to code their responses. These responses may be either numeric or symbolic. Students may code their responses in a variety of ways that will be scored as correct.

INDIVIDUALIZED EDUCATION PROGRAM (IEP). The Individualized Education Program (IEP) is a written plan that is developed by members of the local school district child study team, a teacher who has knowledge of the child, and the parent/ guardian. It describes how a child currently performs in school, specifies his/her educational needs, includes goals and objectives the parents and staff believe he/she can achieve during the school year, details his/her special education program, specifies why the child is receiving these special education services, and provides an organized way for school staff and parents to conduct an appropriate educational program for the child. The special education and related services are provided for the child after the parent and school staff determine his/her needs (N.J.A.C. 6:28:3.6).

LIMITED ENGLISH PROFICIENT (LE). A limited English-proficient student is a student whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

OPEN-ENDED RESPONSE. Type of item that requires students to construct their own written response rather than choosing single options. Students are free to solve these problems in various ways. Moreover, with this item type, students have an opportunity to demonstrate their depth of understanding.

SPECIAL EDUCATION (SE). There are 13 codes for Special Education classifications:

A. Auditorilly Handicapped
B. Chronically Ill
C. Communication Handicapped
D. Emotionally Disturbed
E. Mentally Retarded
F. Multiply Handicapped
G. Neurologically Impaired
H. Orthopedically Handicapped
I. Perceptually Impaired
J. Socially Maladjusted
K. Visually Handicapped (Braille)
L. Visually Handicapped (large-print)
M. Autistic

SPECIFICATIONS. The definition of reading, mathematics, and writing clusters which are measured in the HSPT11. The testing conditions are also defined. The clusters and conditions were identified by committees of New Jersey teachers and administrators.

VALIDATION. A process that uses other tests, teacher evaluation, student performance, and parent conferences to confirm or "validate" test results. No single test should be used as the sole indicator of student proficiency in the basic skills.